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ABSTRACT

This report describes the first phase of a longitudinal study of the Sixth Cycle Teacher Corps program, focusing on the relationship between intern background characteristics, Teacher Corps Program characteristics, and intern exit characteristics. Data about all Sixth Cycle projects that prepared elementary school teachers were collected at each site by interview and questionnaire. Data about the exit characteristics of interns were gathered using: (a) classroom observation, (b) log of professional activities completed by interns over a week's time, (c) interviews, and (d) questionnaires completed by interns and their team leaders. Descriptive and analytic results are reported. Analytic findings are: (a) the relationship of intern exit skills was not very strong; (b) Teacher Corps Program characteristics rather than intern background characteristics were most closely associated with intern exit skills; (c) the extent that teacher competencies were specified and used by the project was not closely related to any intern exit skill; and (d) the sets of program characteristics that were most closely associated with intern exit skills were those pertaining to collaborative decision-making, personalization of the program for interns, and the community component. (Author/HMD)

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FINAL REPORT

Contract No. OEC-0-73-5174

A STUDY OF TEACHER TRAINING AT SIXTH-CYCLE TEACHER CORPS PROJECTS

Volume I
Methodology and Findings

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SP018 613

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II. INTRODUCTION TO THE REPORT

A. Overview

1. The Goals of the Two-Phase Evaluation Effort

This is a two-year, two-phase study of the teacher effectiveness of Sixth-Cycle Teacher Corps interns. The overall goals of the study are to:

- Identify and analyze those combinations of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitudes of interns at the end of their training.
- Assess the effectiveness of Teacher Corps graduates in working with low-income/minority group children.

The first of these goals was the focus of Phase I, the first year of the study. The second goal is the focus of Phase II, conducted the succeeding year. The study is being conducted by Pacific Training and Technical Assistance Corporation (PTTA). The three volumes of this report present the results of the first phase of the study. The results of Phase II will be published in the fall of 1974.

Phase I of the study is intended to identify intern background characteristics (e.g., ethnic group, previous experience working with children, language ability) and Teacher Corps program characteristics that correlate highly with desired intern exit characteristics. By intern "exit characteristics" is meant the teaching skills, attitudes and other abilities that interns have as they leave the training program. In studying specific teaching skills, focus was on interaction patterns between intern and student in classrooms, lesson planning skills and methods, organization of class, degree of autonomy given the child, and usage of materials and other resources. Attitudes and abilities studied were those that the Teacher Corps projects themselves believe will facilitate the learning and growth of minority-group and low-income children. Multi-variate statistical procedures have been used to analyze data from interns trained at 20 Sixth-Cycle Teacher Corps projects.

One aspect of Phase I of the study was the assessment of the impact that the Teacher Corps program has had on the regular teacher training program of the cooperating institution of higher education (IHE). The specific focus here was the extent to which the elementary teacher education program has implemented competency-based teacher education as a result of its involvement with Teacher Corps. As Teacher Corps projects have used this concept, it has four defining features:

- The specification of teacher competencies in the program--the extent to which the project has specified teacher competencies and corresponding assessment criteria.
- The individualization and personalization of the program--the extent to which the project provided for differing learning rates and styles and the extent to which trainees could share in decisions about the kind of training they would receive as well as support of their growth as persons.
- The field-centeredness of the program--the extent to which the instruction of interns took place in school or community settings and related to the realities of these situations.
- The use of systems design and empirical data in the program--the extent to which the training program is systematic in integrating curriculum elements and is data-dependent both in monitoring intern progress and in program performance.

The extent to which projects implemented aspects of competency-based teacher education (CBTE) was studied in Phase I.

Phase II of the study is designed to compare first-year teachers who were Teacher Corps interns with other teachers, in terms of the ability of these teachers to help elementary school children learn and grow. Pupils of all teachers in the study will be given an achievement test in reading and an attitude test, measuring self-esteem, in the Fall and Spring of the 1973-74 school year. In addition, all teachers will be observed and given a questionnaire in the Spring of 1974. The report will yield considerable data about their teaching behavior as

well as about their pupils. Data about pupils will include patterns of cooperation among pupils in the classroom and attitudes about the teacher and the school.

The overall study (Phases I and II) is designed to give the U. S. Office of Education information about the training and effectiveness of Teacher Corps interns. It is an evaluation that will provide answers to the following questions:

In Phase I:

(1) What patterns of background characteristics of Teacher Corps interns can be identified?

(2) What patterns of program characteristics of Teacher Corps projects can be identified?

(3) What teaching performance or attitudes are constant among interns (especially ones that exist despite differing project and intern background characteristics)?

(4) To what extent do variations in interns' teaching performances or attitudes correspond to variations in program characteristics and to combinations of intern background and program characteristics?

(5) To what extent have Teacher Corps projects had impact on the implementation of competency-based teacher education (CBTE) at host universities?

In Phase II:

(6) How do Teacher Corps graduates compare with other teachers of approximately the same amount of training and experience in terms of:

- The teaching behaviors desired by Teacher Corps Programs?
- The learning and growth of their pupils?

(7) What is the relationship between teaching behaviors desired by Teacher Corps Programs and the learning and growth of pupils?

(8) What are the relationships between the following variables:

- Teacher background characteristics
- Teacher education program characteristics
- Teaching behavior or attitudes
- Pupil learning and growth?

(This question is limited to the specific variables included in the study and to the sample of Teacher Corps graduates.)

(9) To what extent are the teaching behaviors and attitudes demonstrated by interns in Phase I demonstrated in their teaching in Phase II?

(10) What is the extent of support given the Teacher Corps graduates and controls (of first-year teachers) and how does this influence their performance as teachers?

2. Purpose and Scope of the Teacher Corps Program

The Teacher Corps was created by Title V-B of the Higher Education Act of 1965. It was amended and extended for three years on June 29, 1967, amended again April, 1970, and again in the Education Amendments of 1972. Section 511 of this Act stated that the legislative mandates of the Teacher Corps are:

1) "to strengthen the educational opportunities available to children in areas having concentrations of low-income families," and

2) "to encourage colleges and universities to broaden their programs of teacher preparation" and that these purposes would be accomplished by "attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas and attracting and training inexperienced teacher-interns who will be made available

for teaching and inservice training to local educational agencies in such areas in teams led by an experienced teacher."

As part of its first legislative mandate, the Teacher Corps has made many accomplishments. This is seen in improved curricula, e.g., in the inclusion of programs that will have meaning for different ethnic groups; in the improvement of parent-school relations; in positive changes in the school's ability to relate to minority-group children; and in improved learning structures. For example, individualized instruction, team teaching, and learning centers are becoming integrated into the structures of many of the schools in which interns have been working, and interns can likely be expected to bring their experiences with these kinds of learning situations to the new schools in which they find positions.

With regard to its second mandate, to broaden teacher preparation programs, Teacher Corps has also made many accomplishments. One is to promote institutional change with the school of education of the cooperating IHE. Changes brought about by Teacher Corps include changes in staff, in programs, and in administrative operations. Teacher Corps has helped in the staff development of current faculty members and helped recruit new faculty whose skills and interests closely relate to Teacher Corps goals. Teacher Corps has sought to make the curriculum more relevant to the needs of low-income and minority-group children and to improve the instructional process through the implementation of competency-based teacher education. Teacher Corps has also influenced administrative operations such as the grading system and the reorganization of courses into instructional modules.

The Teacher Corps program operates through projects that are established in communities throughout the country. Typically, a proposal to establish a Teacher Corps project is prepared jointly by an Institution of Higher Education (IHE), one or several local school districts (LEAs), and a local community or cluster of communities. In some cases, more than one IHE may be involved. The grant typically is in two parts: a grant covering the intern's instructional costs, which goes to the IHE, and a grant covering intern and team leaders' salaries, which goes to the local school district.

The interns' training occupies approximately two years' time and is built around the four Teacher Corps strategies: (1) competency-based teacher training (see definition, p. 2); (2) community involvement; (3) team teaching; and (4) portal schools.[1] The Teacher Corps teams, composed of interns and team leaders (from five to eight interns for each team leader) each in a school, spending approximately 60 percent of the school-week time there. During the rest of that time, they study under a university program for certification and a baccalaureate or master's degree, and they are required to spend a substantial portion of their time in community-based education activities. While the four strategies outlined above, and the general guidelines are given to all Teacher Corps projects, individual projects are often somewhat different from one another in their interpretation of the guidelines The specific goals differ from project to project, as do the training methods and anticipated outcomes.

Teacher Corps programs as a whole differ from typical teacher training programs in several ways. First, a Teacher Corps intern spends 80 percent of each day in training and classroom participation throughout the program. The university courses are often taught at or near the intern's designated school, giving teacher training a much closer relationship to the reality of the school. A cooperative team (a team leader and about six interns) carries out the instruction of pupils and the team leader supervises the interns in the school setting. Through this team structure and in other ways, interns receive a high level of counseling and support

[1] A public school or network of schools that integrate pre-service training, in-service training, curriculum development and research and development into a comprehensive strategy for school reform. See Linda Lutonsky (ed.), Portal Schools, Washington, D.C.: Council of Great City Schools, 1973, for a set of case studies illustrating the concept. While the document was prepared under a grant from Teacher Corps and describes portal schools at several Teacher Corps projects, it is not an official Teacher Corps document.

in their personal development. In addition, trainees spend 20 percent of their time working in the target community in an effort to better understand and relate to the broader needs of the children they serve. These general training goals, together with the implementation of prototype competency-based teacher education programs, make teacher training for Teacher Corps interns a unique program.

Each project has persons in the following roles:

- Project Director
- Program Development Specialist
- Team Leader
- Intern
- LEA Coordinator
- Community Coordinator
- Dean, School of Education of Cooperating IHE
- University Instructor of Interns
- Superintendent of Schools of Cooperating School District
- Principal, Cooperating School
- Cooperating Teachers

Each role, however, may vary from project to project. For example, at one project the LEA coordinator is a school-district level administrator whose primary function is to represent the interests of the school district in Teacher Corps policy decisions. At another project, the LEA coordinator functions primarily as a resource person for team leaders, cooperating teachers, and interns. Figure 1 provides a typical job description of some of the roles associated with a Teacher Corps project.

In addition to the persons described, each project typically has several additional persons who fulfill roles designed especially for that project. Several projects, for example, have a portal-school coordinator or a bilingual-education curriculum-development specialist who works with public school staff, team leaders, and interns. Virtually

Role	Job Description
Project Director	Administers the higher education phase for the duration of the project; coordinates the project with participating local school districts and communities.
Program Development Specialist	Teacher Corps senior staff person who assists in the development of innovative training procedures for the interns.
Team Leader	Teacher Corps project staff person who supervises the school-based activities of a team of interns, and helps the intern integrate university or college coursework into his classroom teaching. The team leader is an experienced teacher and in most cases has had teaching experience in that school district.
Intern	The intern is an undergraduate or graduate student who is participating for two years in the Teacher Corps project.
LEA Coordinator	Local school district person who coordinates the needs and requirements of the participating local school district with those of the Teacher Corps project.

Figure 1. Staff Roles and Descriptions at Local Teacher Corps Projects

Role	Job Description
Community Coordinator	The Teacher Corps staff person who oversees the full range of community activities in which interns participate. A "grass-roots" person, he advises project members on possible community involvement.
University Instructor of Interns	The professors who teach university or college courses to interns. These courses have frequently been redesigned to incorporate Teacher Corps principles of teacher training.
Director of Teacher Training at University	Has overall responsibility for the elementary teacher education program in the School of Education at the Institution of Higher Education.
Dean of the School of Education	Administrator
Superintendent of Schools of Cooperating School District	Superintendent
Principal of Cooperating School	Principal
Cooperating Teacher	Teacher

Figure 1. (Continued)

every project also had assistance from community persons, public school staff, and university persons, who often volunteer their services.

3. Other Studies of Teacher Corps

Several other studies of Teacher Corps preceded this one, though none of the previous studies attempted a comprehensive assessment of the impact of Teacher Corps projects on the teaching behavior of interns or on their pupils.

One previous study was an in-house evaluation that was begun--but not completed--by the Teacher Corps/Washington office. External evaluations of Teacher Corps projects have been conducted by Resource Management Corporation (RMC) (two studies), the Teacher Education and Professional Standards Commission (TEPS), Harvard University, the General Accounting Office (GAO), and by Abt Associates.

The RMC studies[1] included a one-year impact study of Fourth Cycle projects, to determine Teacher Corps' success in achieving its stated goals as outlined by the National Office of Teacher Corps. A related study by RMC was a process evaluation study of nine programs in the Bureau of Education and Professional Development. One of the nine programs studied was Teacher Corps.

The TEPS study was funded by the Ford Foundation and conducted by Dr. Ronald Corwin of Ohio State University. This study evaluated Teacher Corps projects as a strategy for changing colleges of teacher education. (Note that the impact of Teacher Corps projects on institutions of higher education is one of the foci of the present study.) A report on

[1] Resource Management Corporation, An Assessment of Teacher Corps, Volumes 1, 2, 3, and 5, Bethesda, Maryland, 1970.

the study, recently published in book form by Wiley[1], describes the study's comprehensive survey of ten universities and 42 schools. It examined the feasibility of changing organizations, e.g., through Teacher Corps innovations; how educational reforms might be achieved through changes in some elements of the educational system; and the role that the government might play in effecting such change.

The study made by the GAO was a cursory cross-cycle assessment of seven programs that included first- and second-cycle intern graduates. The study sought to determine answers to two primary questions: (1) whether the program strengthened educational opportunities of low-income children, and (2) whether the program broadened teacher preparation programs at the institutions of higher education.[2] Data for this study were obtained primarily through mailed questionnaires.

A descriptive evaluation of Teacher Corps was completed in 1971 by Harvard University's Center for Educational Policy Research, under a contract with the National Advisory Council on Educational Professions Development. Teacher Corps was examined in one chapter of the study, entitled "The Teacher Corps: A Case Study in Evaluation." The chapter chronologued Teacher Corps history from its inception to the present and related this history to the evaluation policy and practice of National Teacher Corps and the Bureau of Education Professions Development (BEPD).

The study by Abt Associates[3] also focused on institutional change. The study prepared a series of case studies of selected programs supported by the National Center for Improvement of Educational Systems. The

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[1] Corwin, Ronald G. Reform and Organizational Survival, The Teacher Corps as an Instrument of Educational Change. John Wiley & Sons, Inc., 1973.

[2] General Accounting Office. Reports on Reviews of the Teacher Corps Program at Selected Universities and Local Educational Agencies. Report series B-164031(8), issued in 5 parts.

[3] Abt Associates, Inc. Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. (5 vols.) Report No. AAI-72-87. Cambridge, Mass.: Abt Associates, Inc.

projects chosen for study were drawn from the Teacher Corps program, the Career Opportunities Program, and programs in School Personnel Utilization. Vocational Education, Early Childhood, Special Education, Educational Leadership, and Training of Teacher Trainers. In addition to the case studies, the Abt study included a quantitative data analysis based on variables derived from the case studies. The study assessed the impact of the selected projects within programs, their notable characteristics, and problems, as well as other issues and characteristics found to be significant in the impact and accomplishment of each project. In particular, the study reviewed planning and operating strategies that were being used in successful projects, so that successful strategies could be considered for adoption by other programs.

While none of the studies described above contained all of the elements of the present study, all were useful in providing background information and suggestions for the conduct of the present study. The PTTA staff found it useful to review the purposes and methodologies used in these several studies, both in terms of materials and techniques that might be helpful, and in terms of avoiding overlap with previous efforts.

B. Schedule of Activities for Phase I

The research design called for a preliminary data gathering effort early in the first year and a major data collection several months later. Data collection was to be accomplished through two visits to each Teacher Corps site in the study, one in the Fall and one in the Spring. The time schedule for Phase I is shown in Figure 2.

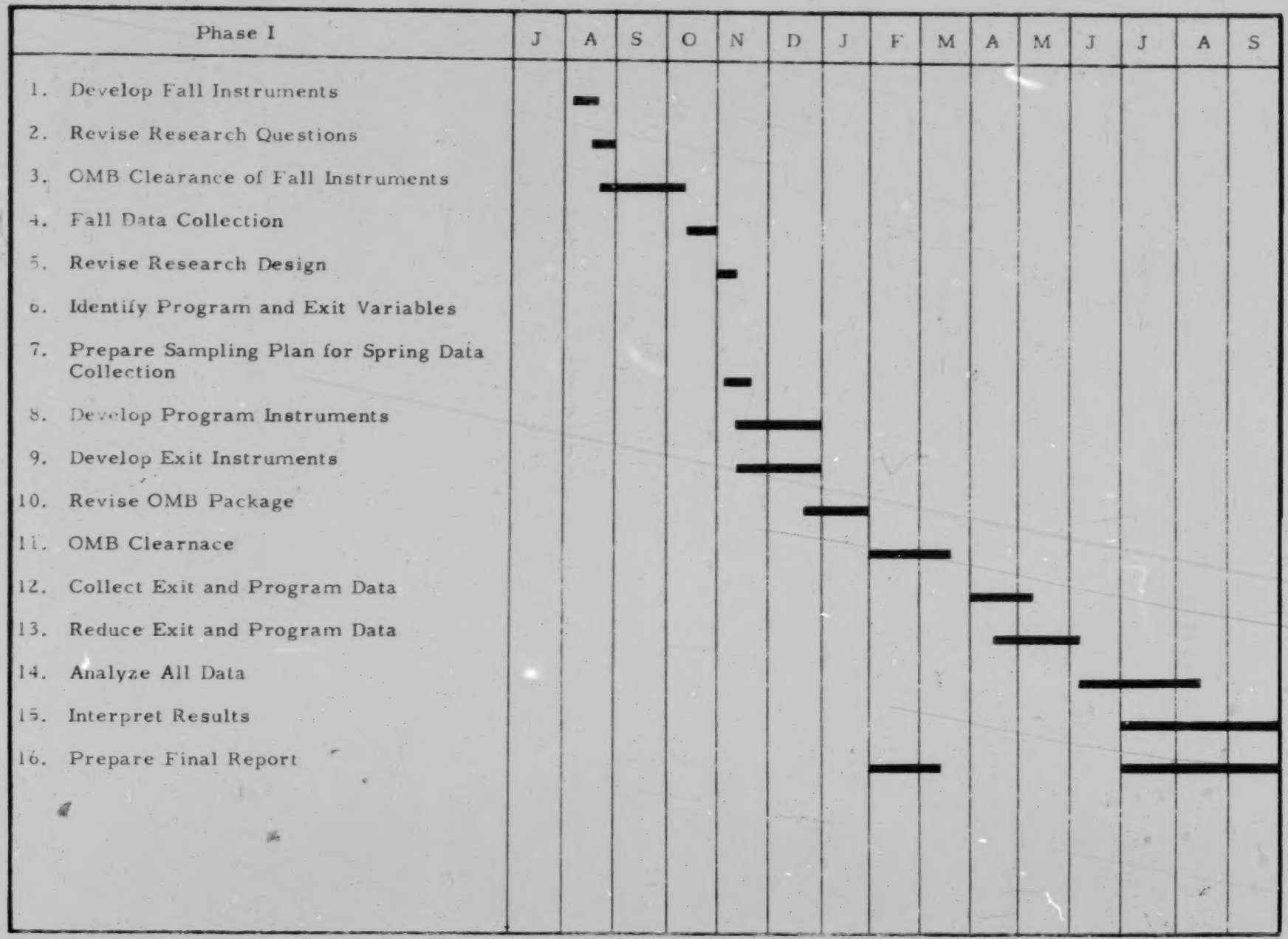
Fall data collection was conducted in October, 1973, and had three goals:

- To provide information that would facilitate the development of instruments for the Spring data collection,
- To provide data that could be used to draw a sample of interns for the Spring data collection, and
- To become familiar with Teacher Corps projects' operations, staffing, and other features of the project.

The Fall data collection included in-depth visits at 9 of the 20 sites to interview the project director and other staff members, and to have all interns complete a questionnaire. At the remaining 11 sites, the intern questionnaire was administered but no interviews were conducted. Preliminary work was done on the development of variables for the Spring data collection instruments prior to the Fall data collection. After the Fall visits, the instruments were developed and tested for use in the Spring.

The major data-collection effort was conducted in March and April of 1973. The purpose of this visit was to obtain all of the project-descriptive data and intern exit characteristics that would be used in the Phase I analysis. The data were collected through self-administered questionnaires, interviews, and classroom observation of the interns sampled.

Following Spring data collection, the open-end interview questions were coded and all data were prepared for computer analysis. Intern


1972
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Phase I
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S
1. Develop Fall Instruments
2. Revise Research Questions
3. OMB Clearance of Fall Instruments
4. Fall Data Collection
5. Revise Research Design
6. Identify Program and Exit Variables
7. Prepare Sampling Plan for Spring Data Collection
8. Develop Program Instruments
9. Develop Exit Instruments
10. Revise OMB Package
11. OMB Clearnace
12. Collect Exit and Program Data
13. Reduce Exit and Program Data
14. Analyze All Data
15. Interpret Results
16. Prepare Final Report

background variables, Teacher Corps program variables, and intern exit variables were each factor analyzed. By reducing the number of variables, the factor analyses helped identify overall trends in the data.

C. Constraints

Phase I of the study was conducted within several constraints. These constraints imposed some limitations on the study in various ways, and made it impossible to conduct all of the kinds of comparisons and analyses that might be thought desirable.

First the study began after the sixth-cycle interns entered the program; it was not therefore possible to gather information on each intern's pre-entry skills and attitudes. The study, therefore, had to rely on large-sample regression analysis rather than use a quasi-experimental research design. Comparisons of teacher-training methods were also hampered by the lack of a control group for each site. While it was possible to compare teacher-training effectiveness among sites, the lack of such groups prevented comparisons between Teacher Corps' teachers and regularly trained teachers at a given site across sites. Some difficulty was also posed by interns' schedules, which had to encompass university coursework, practice teaching, and after-school work with students and in the community. This heavy schedule, sometimes complicated by university exams or other special events, made it difficult for PTTA to gather data conveniently. The scheduling problem put an added constraint on the field interviewers, whose time at each site was limited.

A decision that was made at the outset of the study placed a further constraint in the research design. The issue concerned the nature of the classroom-observations under normal, rather than contrived, situations. This decision was made because the focus of the study is on the natural, usual way in which interns conduct classes rather than on their capabilities in contrived situations. It was not only desirable to observe the actual intern teaching behavior to meet the goals of Phase I of the study--it was essential that the interns' actual teaching behavior

was observed so that the resultant pupil learning could be measured in Phase II.

The need to observe in a natural situation posed a serious constraint: it was not possible to establish commonality among classrooms under observation. Thus, there were variations among classes in terms of lesson activities, class size, classroom environment, and other factors. The need to observe the intern in a natural classroom situation also posed a time problem.

Finally, the research design was based on the assumption that each project sought to develop the same teaching skills. The differences between projects were, theoretically, thought to be differences in the programs they carried out or differences in "contexts" in which the training took place. Given this assumption, the differences could also have been in the characteristics of interns prior to training. The study examined different means that projects used to accomplish the same ends. In reality, however, projects did not always strive for similar teaching skills, nor did they all emphasize teacher training to the same extent. The reader should keep in mind that this study examined only teaching skills that projects had in common. As opposed to other goals Teacher Corps projects had, this study only examined teacher training and institutional change at the IHE.

III. PHASE I METHODOLOGY

A. General Procedures

1. An Introduction to the Methodological Approach

Phase I of the study focuses on the relationship between intern background characteristics, Teacher Corps program characteristics and intern exit characteristics. The basic purpose of Phase I has been the generation of hypotheses that could be pursued in Phase II.

Data were collected at 20 Sixth-Cycle Teacher Corps projects. The 20 projects represent all Sixth-Cycle projects that prepared elementary school teachers. Data about the training program at each site were obtained by interview and questionnaire. Data about the intern exit characteristics were obtained from a 50 percent stratified random sample of interns. To compensate for intern attrition, an additional 10 percent of the interns were included in the sample, totaling 60 percent of the interns.

Interns were stratified by sex and ethnic groups, which resulted in eight groups (cells) of interns. A 60 percent sample was drawn from each cell. Notice that the interns were not sampled by project.

Data about the exit characteristics of interns were gathered in several ways. Each intern was observed in a teaching situation by a PTTA representative trained in the use of the classroom observation instruments. To complement the perspective provided by classroom observation, each intern completed a log of his/her professional activities over a week's time. An interview with the intern about activities in the log provided insight into how the intern prepared lessons, diagnosed pupil needs and evaluated pupil performance. Additional information was gathered from interns and their team leader by means of several questionnaires.

A tremendous amount of data about programs and exit characteristics were gathered. To aid in the identification of overall trends between intern background, program and exit characteristics, each of the three sets of data were factor analyzed. Following this, the initial examination of trends between intern background, program and exit factors was carried

out by means of several canonical co relations. The canonical correlations identified a small number of program and background factors that were related to one or several exit factors. A secondary analysis, using analysis of variance and multiple regression, clarified the trends among sets of data.

Data about intern background, program and exit characteristics were also used for descriptive purposes. Each set of factors was studied with special attention given to patterns of correlation among factors.

Finally, the impact of the Teacher Corps project on the regular elementary teacher education programs at the cooperating institution of higher education (IHE) was studied. The focus of this effort was on the implementation of competency-based teacher education in the regular teacher education program.

2. Selection and Description of the Sample

a. Selection and Notification of Sites

The Teacher Corps projects included in Phase I of this study are Sixth-Cycle projects that prepare elementary school teachers. Projects from other cycles were excluded because of the difficulty of comparing projects that terminate their two-year programs at the end of different fiscal years. Conducting Phase II of this study (comparing first-year teachers) would be especially difficult if Teacher Corps projects from several cycles were included in the study.

Teacher Corps projects that prepare junior high school and high school teachers were also excluded because:

- Secondary school projects comprise a small percentage of Sixth-Cycle projects.
- The use of secondary school projects would necessitate the development of entirely different instruments to measure secondary school teacher behavior and pupil learning.
- Secondary school projects would be difficult to compare with elementary school programs, either in Phase I or Phase II. In this regard, the desired teacher behaviors are different, as are the school environments and desired pupil outcomes teachers seek to bring about.

In addition, two special kinds of elementary school projects were excluded: projects that prepare teachers for correctional institutions and projects serving American-Indian populations. Projects connected with correctional institutions differ dramatically from other projects both in terms of program characteristics and desired intern-exit characteristics. Projects serving American-Indian populations would have created tremendous logistics problems for this study. In summary, Teacher Corps projects included in the study (N=20) are all Sixth-Cycle projects that serve elementary school populations but are not in correctional institutions or American-Indian projects.

b. Selection of Respondents

(1) Program Variable Respondents

Eleven role groups participated as respondents to program variable instruments. In each case, except for the interns, the purpose of the sampling was to provide an estimate of the typical situation at each Teacher Corps project.

The eleven role groups that were involved were the following:

- Dean, school of education
- University instructors
- Project director
- Program development specialist
- Community coordinator
- LEA coordinator
- Team leaders
- Interns
- Superintendent of schools
- Principals of cooperating schools
- Teachers at cooperating schools

A list of the respondent groups and a description of their respective roles was contained in Figure 1 . The sampling procedure and its corresponding rationale varies slightly for different role groups; the different respondent-sampling methods are as follows:

- Dean, School of Education, Project Director, Program Development Specialist, Lea Coordinator, Community Coordinator

  Typically, there is one individual in each of these role groups at a project, and one was selected at each. Where there were two or three in any of these categories, all were selected; where there were more than three, three were selected randomly.

- Team Leaders, Superintendent of Cooperating School Districts, Principals of Cooperating Schools

  All of these individuals, or their designee, were selected in each project.

- University Instructors

  At each project, approximately twenty instructors would have been involved in the project over the course of the two years. For each project, five instructors were randomly selected to be respondents to our program variable instrument.

- Interns

  The selection of interns is discussed at length in the following section concerning exit variable respondents.

- Teachers at Cooperating Schools

  Three teachers at each of the cooperating schools were selected as respondents for the study.

(2) Exit Variable Respondents

Most of the information about the interns' teaching skills and attitudes was obtained from the interns themselves. This information was obtained by means of observation of the intern's teaching, an interview, a questionnaire and several attitude tests. In addition, the

team leaders rated certain of the interns' teaching competencies. Each of the team leaders at a project had worked closely with a group of six to seven interns throughout the two year life of the project. For each intern included in this study, only his respective team leader rated his teaching competence.

The total population of interns at the twenty Teacher Corps projects is 669. For purposes of this study, a 50 percent sample plus a 10 percent oversample was drawn; hence, data was sought on 60 percent of the population of interns.

A stratified sample was used. The critical data analysis to which the sampling plan relates was one that involves analysis by an intern's sex and ethnic group. Ethnic group, in this case "Black," Chicano," "White," or "Other," had been shown to be the most important personal background variable in teacher effectiveness research. Sex group had not been a critical variable but sex group interacting with ethnic group was a critical consideration in this data analysis. For these reasons sex-group and ethnic group were selected as the stratifying variables.

It was important to be able to generalize to each of the eight populations defined by the four ethnic group categories times the two sex group categories. The sample consisted of a 60 percent random sample within each of the eight sex-ethnic groups. This allowed PTTA to determine the typical exit characteristic score for each of the eight sex-ethnic categories. It also allowed PTTA to determine which program characteristics are associated with successful or unsuccessful performance on an exit characteristic when sex-ethnic group characteristics are held constant.

Of the theoretical sample of 402 interns, data were collected on 360 interns. The attrition was due to several factors: interns were too busy completing papers or preparing for final exams; interns weren't teaching classes any more or had completed, and departed from the program; and interns refused to participate in the study. Interns lost from the sample were not concentrated in any ethnic group nor did they appear to represent any particular sampling bias.

(3) Institutional Change Respondents

There are two types of respondents to institutional change instruments: Teacher Corps project directors and IHE personnel. Because each project has only one director, there was no selection problem in choosing the project director.

Within the IHE, the Dean of the School of Education was selected as was the person who had overall responsibility for the elementary teacher education program. In some cases this second person was the director of teacher education, in some cases it was the chairman of the elementary education department.

In addition two professors were selected randomly from the pool of professors who (a) had served as instructors of Teacher Corps interns, and (b) were members of the School of Education faculty. These criteria excluded Teacher Corps instructors who were not members of the School of Education faculty. These two professors were in a good position to know the goals of the Teacher Corps project, its personnel, and the impact it has had on the school of education. No claim is made that these two professors are representative of faculty opinion at the IHE. Especially in larger institutions, many faculty members may know little or nothing of Teacher Corps.

3. Data Collection Instruments

The data collection instruments for Phase I of the study covered four sets of variables:

- Intern background characteristics;
- Teacher Corps program characteristics;
- Intern exit characteristics;
- Influence of Teacher Corps project on regular teacher education program variables.

In the following paragraphs, each of the instruments is briefly described.

a. Intern Questionnaire for Fall Interview

This instrument was administered to all interns in the target population so that a stratified sample could be selected. It elicited background characteristics that would later be correlated with certain teaching skills, attitudes, and knowledge that would be gathered in the major data collection effort in the Spring.

The kinds of data that were requested in this instrument were background, as opposed to entry characteristics. The information requested included:

- Demographic variables--age, sex, ethnic background, marital status, extent of parents' education, and native language;
- Prior formal education;
- Prior occupations and experiences that may relate to teaching;
- Reasons for joining Teacher Corps (as currently perceived);
- Probable occupation or endeavor had trainee not joined Teacher Corps (as currently perceived);
- Features of Teacher Corps that attracted the intern (as currently perceived).

In addition to the questionnaire, two guides were used for interview and discussion; these are not described here.

b. Instruments Used in Spring Data Collection

The instruments that were used in the major data-collection phase can be divided into three general categories:

- Instruments that measured program variables;
- Instruments that measured exit variables;
- Instruments (or portions of instruments) that measured institutional change.

(1) Program-Variable Instruments

Eleven program-variable instruments were used in the evaluation effort. Data gathered on these instruments provided information about such crucial variables as the characteristics of the cooperating institutions of higher education and the local school districts in which the projects were located; the orientation of the project training staff; the nature of interns' academic, community, and field-based experiences; and the nature of decision-making and evaluative mechanisms within projects.

A set of program-variable categories was developed early in the Fall of 1972 by the PTTA project staff. Four perspectives about the impact of a Teacher Corps program on intern exit characteristics were used in identifying these program variable categories. These perspectives were:

- Aspects of a training program that probably relate to the development of certain teacher competencies;
- Negative factors impinging on the success of the training program, thus inhibiting the development of competencies;
- Alternatives to the training program per se that are plausible explanations of the development of teacher competencies during the two-year life of the training program; and
- Descriptions of important "contexts" surrounding the operation of the project. These would include administrative hierarchies and demographic characteristics of the community, local school district and institutions of higher education.

Each of the perspectives suggested research questions which, in turn, suggested important program variables to be studied. The program variable categories are listed in Figure 3. They formed the conceptual framework for the development of preliminary data collection instruments conducted in the Fall. The Fall data collection provided the staff with insights into questions that might yield useful information. The program variable

I. General Characteristics of the Project Site

II. Characteristics of Cooperating Institution of Higher Education

III. Characteristics of the Cooperating School Districts

IV. Training Staff Orientation

V. Recruitment and Selection of Interns

VI. Structure and Content of Experiences for Which Interns Receive Academic Credit

VII. Implementation of Competency-Based Teacher Education in the Instructional Program

VIII. Degree of Personalization

IX. Practicum Experiences of Interns

X. School Setting in Which the Intern Works

XI. Community Dynamic

XII. Decision-making and Evaluative Mechanisms Within the Project

XIII. Programmatic Integration

XIV. Project Stability, External Linkages, and the Political Climate

Figure 3. The Fourteen Categories of Program Variables

categories as listed in Figure 3 form the conceptual framework for the development of preliminary data collection instruments. Other useful information was provided by the Fall data collection. Based on the results of data collected in the Fall, as well as expert opinion of consultants, the categories were revised and the new list provided the framework for the current set of program variable instruments.

A large number of program variables were included in the study, because Phase I has been an exploration of the many possible relationships between program and exit variables. The list of categories and specific factors within each category is provided in Volume III.

Program variable information was collected by means of questionnaires and interviews. Instruments were administered to the project director, program development specialist, team leaders, community coordinators, LEA coordinators, cooperating teachers and principals at local schools where the interns were teaching, university instructors of interns, the Dean of the university's school of education, and the superintendent of the cooperating school district. The role and job description of each of these program-instrument respondents are given earlier, in Figure 1, Chapter II. Information was needed from this broad range of role groups for several reasons:

Each of the instruments below is either a questionnaire or a combination of questionnaire and interview. Interviews and questionnaires were used for some respondents because interviews were needed to:

- Obtain information about complex issues where questionnaires can't provide for all alternatives; and
- Obtain information about sensitive issues where the feelings of the respondent need to be explored.

A description of each program variable instrument is as follows:

(a) Project Director Questionnaire and Interview Schedule. This questionnaire asked the project director about the general characteristics of his project site, of the cooperating institution of higher education, and of the local school district in which his project operated. His perceptions of project goals were elicited, as well as data about the

staff, recruitment of interns, and other project-related information. The interview schedule asked for information about the nature of the competency-based teacher education program implemented at the site.

(b) Program Development Specialist Questionnaire and Interview Schedule. The questionnaire portion of this instrument asked about the development and presentation of coursework to project interns with emphasis on the implementation of competency-based teacher education. Items also included the amount of influence that various individuals and groups have had on project decisions.

The interview schedule focused on information about ongoing formal and informal evaluation of the project and the nature of the competency-based teacher education program that was implemented at the site.

(c) Team Leader Questionnaire and Interview Schedule. The questionnaire portion of this instrument sought information about the background and experiences of team leaders in the project, as well as about the training, both instructional and practical, that interns receive in the program. The questionnaire also requested information about the cooperating school setting in which the intern worked and about the community component of the project.

The interview schedule asked the team leader for definition of his role within the project. Other items included questions about the supportiveness of the program for interns and the ability of the interns to bring change to the schools in which they worked.

(d) Intern Questionnaire I. This instrument sought to assess the intern's general impressions and experiences within the project from initial contact, recruitment and selection, through academic coursework to field-based and community experiences. Each component of the program was dealt with separately from university training to the climate of the cooperating school and community. The instrument also elicited the intern's perceptions as to his ability to bring change to the public schools, as well as his impressions of the decision-making mechanisms within the project.

(e) Community Coordinator Questionnaire and Interview Schedule. The questionnaire portion of this instrument asked about the recruitment and selection of interns, decision-making in the cooperating schools, and particularly, about the community experience an intern receives as part of the program.

The items of the interview schedule focused upon the community coordinator's definition of his own role within the project and upon how the project had conceptualized the notion of "community."

(f) LEA (Local Education Agency Coordinator Questionnaire and Interview Schedule. This instrument requested information in the questionnaire about the degree of innovation in the cooperating schools as well as the kinds of decision-making processes that occurred there. The interview schedule portion of the instrument sought to assess the LEA coordinator's initial involvement with Teacher Corps and his feelings about his role within the project.

(g) Cooperating Teacher Questionnaire and Interview Schedule. Items in this questionnaire include the cooperating teacher's experiences with Teacher Corps interns, the training that the project provided to the cooperating teachers, the impact of the project within the school, and the kinds of decision-making processes that took place in the cooperating school.

The interview schedule asked the cooperating teacher about his role within the project and his impressions of the interns' ability to bring change to the public schools.

(h) Principal Questionnaire and Interview Schedule. This instrument sought to find out from the principals of the cooperating schools how these schools were chosen to participate in the Teacher Corps program, the kind of training the program provided for principals, and the characteristics of the cooperating school that the principal heads.

The interview schedule portion of the instrument asked specifically about the results of the decision to be involved with the project, as well as the principal's impressions of the supportiveness of the school environment.

(i) Superintendent of Schools Questionnaire and Interview Schedule. The questionnaire portion of this instrument was brief, including only short items such as the number of students in the district, the annual per pupil expenditure for the district, and the percentage of pupils in the district that participate in Title I programs.

The interview schedule requested information about the hiring of Teacher Corps graduates in the district at well as the superintendent's general impression of Teacher Corps interns. Where the superintendent was not available, a member of his staff was asked to respond.

(j) University Instructor Questionnaire. Items on this questionnaire ranged from information about the background and experience of university instructors of interns to the extent of implementation of competency-based teacher education within the instructional program. The instrument focused especially upon data about the development and training of interns through their university coursework, and included questions about decision-making processes within the project as well.

(k) Dean, School of Education Questionnaire. This instrument asked about the orientation of the university's school of education, both with regard to faculty and to the regular teacher training programs. It particularly requested information about the low income/minority group focus that exists within school of education courses. The instrument also included items about the degree of cooperation between the Teacher Corps project and other school of education programs, and about the possible difficulties that were encountered due to differences between these programs and Teacher Corps projects.

(2) Exit-Variable Instruments

Development of the instruments to assess exit variables began with a study of the training goals common across the 20 Teacher Corps projects. A list of these goals was developed, based on information from the Fall data collection and from other interviews and documents. These goals formed the basis for the development of exit variables.

A brief summary of the training goals is presented below.

- Teacher Corps interns emphasize involvement in the school and the community, using the broad resources of school and community in teaching and gaining the support and involvement of parents in the school.
- Interns are encouraged to use cooperative patterns of decision-making, both as members of teaching teams and as teachers involving pupils in learning decisions.
- Interns are encouraged to develop curriculum materials and content that are realistic and relevant to minority-group children.
- Interns are encouraged to develop high-quality affective relations with pupils, developing rapport, using appropriate body contact, and other means of communicating.
- Interns are encouraged to use competency-based instructional techniques. (The definition of "competency-based instruction" is given on p. 2.)
- Interns use innovative reading techniques and demonstrate a real interest in pupil reading growth.
- Interns are given experience in inner-city school environments and are expected to gain an understanding of inner-city problems and a competence to deal with these problems.

Variables for this study were derived from each of these training goals. The goals themselves were based on stated training goals of Teacher Corps projects.

The approach used to measure exit variables combined a series of different methods that complemented each other and yet had some deliberate overlap. The Classroom Observation guide permitted observation of the intern in his classroom environment, which provides useful visual records of the intern's interaction with the class. Yet the instrument does not allow recording of how the intern planned the lesson; it is, then, supplemented by the Reconstruction Interview, which records an intern's teaching-related activities over a week's time. Another form, the Team Leader Rating Form, allows the team leader to rate the intern's abilities and ways of working.

In all, four instruments were used to measure exit variables. Each is described below:

(a) Direct Classroom-Observation Guide

This guide contains three sub-parts: a Classroom Checklist, an SRI Five Minute Interaction (FMI) Instrument, and a Classroom Observation Instrument.

- Classroom Checklist

  This instrument allows the observer to map the physical setting in which the classroom work is conducted and to describe how the work is conducted. The observer uses the instrument to observe the number of groups of children and to note whether the teacher is working with children and what curriculum content area is being studied.

  This instrument was developed by Stanford Research Institute for a study of project Follow-Through. Because the instrument was prepared for very young children, it was not appropriate for all elementary school grades; for example, some activities listed would not be enjoyed by older elementary-schoolers. It was revised accordingly, for use in this study.

- The Five Minute Interaction

  The FMI ("Five-Minute Interaction") is a carefully researched instrument also developed by SRI for its study of project Follow-Through.

  Studies have shown that the inter-rater reliability using this instrument is .82 when calculated as a percent of agreement with two raters rating the same phenomena. SRI developed an intensive training program in the use of these two instruments--the Classroom Checklist and the FMI--and the PTTA staff members who administered the instruments all received training by SRI personnel using their own training materials and program.

This instrument allows the observers to record the activity in a classroom by measuring both non-verbal and verbal interaction in the time-span of five minutes. The observer uses a code list divided into specific categories consisting of people (e.g., teachers, students), activities (e.g., request, response, or comment), and kinds of behavior (e.g., happy, sad, angry). Using these code categories the observer is able to record the activity, who does it, to whom the person does it, and how it is conducted. With the use of this instrument it is possible to determine how the teacher uses types of interaction in a classroom, materials, etc.

- The Classroom Observation Guide

This instrument was constructed to observe certain specific teacher behaviors in the natural classroom setting using rating scales that have been used separately in previous research with high inter-rater reliability. Certain forms of teacher-pupil interaction, the degree of responsibility and freedom given pupils in classroom decisions and the explicitness of learning objectives were the major subjects of the observation.

(b) Guide for Reconstruction of Activity Interview

There are two major parts to this instrument which will afford empirical information about the roles an intern plays throughout his school-based experience. The first portion of the instrument resembles a questionnaire upon which the intern logged his general school and after-school activities for each day of his most recent teaching week. The intern thus reconstructed his teaching day as well as his after-school contact activities with parents and other community members.

The second portion of the instrument is an interview schedule that provides for in-depth probes into what the intern has entered in his written reconstruction log. The instruments probe for data that assess how well the intern diagnoses pupil learning needs, and particularly what role he plays vis-a-vis parents and the community at large. Because the instrument does not ask for general responses (e.g., "How do you diagnose pupil-learning needs?") but asks the intern to describe an activity e.g., diagnosis, as it was conducted in a specific situation on a specific day, the instrument was shown to yield very useful information.

(c) Team Leaders

This instrument records team leaders' assessments of interns teaching competencies and other school-related activities. Items include rating the intern on his effectiveness in interacting with parents, on his ability to relate and communicate with low-income children, on how effectively he diagnoses the learning needs of children and on how he utlized school and community resources. The instrument also seeks information about the intern's style of decision-making with pupils in the classroom and other teachers, the amount of responsibility or freedom given to pupils in making decisions, the extent of development of new curriculum materials, and the extent to which an intern formulates learning objectives and differentiates those objectives for different children.

(3) The Teacher Competence Self-Rating Form

This instrument is a set of 54 problems that were identified by 250 experienced teachers as being common, critical problems faced by inner-city teachers. The instrument was used in a national study of inner-city teachers and teacher education for the Office of Economic Opportunity. In this instrument, the 54 problems are listed and teachers are asked to rate (1) the extent of the problem at their school; (2) their own competence in coping with the problem; and (3) the source of that competence, e.g., previous experience, teacher training program, or personal qualities.

The teachers in the OEO study were young teachers, most of whom were in their first or second year of teaching. Approximately one-half of the teachers were trained in experimental programs concerned with preparing inner-city teachers. Several of the experimental programs were Teacher Corps projects. The instrument, then, was suitable for use with interns at the end of their two years of training.

(4) Institutional-Change Instruments

Institutional change was a secondary focus of this phase of the study. The interest here is on the impact that projects have had on the regular teacher-education program at the cooperating institution of higher education (IHE). More specifically, the focus was on the impact that the project has had on competency-based teacher education (see p. 2 for a definition).

There were two research questions developed to be explored in terms of institutional change. The specific questions are listed in Chapter II of this volume. The questions were translated into interview guides: one that was incorporated into the project director's interview, one that was used to interview the dean of the school of education, and one that was used for interviews with two of the five university instructors.

The interview had two sections: the segment administered to the project director asked what long- and short-term changes of the teacher education program were attempted and what successes were achieved--either by accident or by intent. The second segment, administered to the dean, the project director, and two university instructors, asked to what degree certain components were implemented into the teacher training program. It then asked whether Teacher Corps had an impact on the implementation of these components, and in what way.

4. Procedures for Data Collection

a. Fall Data Collection

There were two kinds of sites in the Fall: in-depth sites (a sample of nine) and general sites (the remaining eleven).

The persons to be interviewed at in-depth sites, Sixth-Cycle interns, project directors, university instructors, and other Teacher Corps staff persons, were notified of the visit by letter. In addition, each director was sent a kit describing the procedures. A telephone call to the director shortly before the visit confirmed the visit schedule. A representative group of staff members, instructors, and interns took part in group discussions and the project director was interviewed at the nine in-depth sites; interns were given questionnaires at all sites.

Site visits to the in-depth sites were made by two-man teams. The visits involved Project Director interviews, as well as a group discussion with staff and intern representatives. Visits to the remaining sites, which were made by one PTTA staff person, involved only administration of questionnaires to the interns.

All interviewers and facilitators were trained. They were given information on the purpose of the study and the Teacher Corps program as well as on the instruments, and they received role-playing exercises and other kinds of practice in administering a group discussion. In addition, they conducted field tests of the instruments and received detailed information of the specific sites that they were to visit.

b. Spring Data Collection

(1) Notification of Respondents

For the major data-collection effort, in the Spring, project directors were sent letters requesting that a local coordinator be named to assist in making arrangements for the visit to the sites. The coordinator at each site provided names, addresses, and school locations, so that letters could be sent to respondents requesting their participation. In addition, the coordinator set up appointments for the site-visit teams to meet with some of the key people at each site--

for example, the superintendents, principals, and team leaders. The local coordinator was paid a small honorarium by PTTA.

PTTA then sent letters to all of the persons who would be interviewed during the site visit, to inform them about the study and ask their cooperation.

(2) Training

An extensive training session, conducted in nine sessions, was conducted prior to the Spring data-collection effort. The training lasted fourteen working days. The staff received orientation sessions to learn about Teacher Corps and the goals of this study; training in the administration of all instruments; discussions of the logistics involved in the site visits; practice using the instruments; and a seven-day training session in the use of the SRI Classroom Observation instrument. This SRI Classroom Observation program is a carefully developed program that uses video-taping for the training and pre- and post-tests to assure that observers have mastered the training. Such an extensive training session is critical to ensure a high degree of skill and inter-rater reliability in conducting the observations. The session was conducted by three persons from SRI. The remaining training sessions were conducted by PTTA personnel experienced in training field interview teams, with assistance from directors of a local Teacher Corps project that was not to be included in the actual field effort of this study.

(3) Field Visit Procedures

The site visits were conducted by four five-man teams: two rotating "advance" persons, one team leader, and two classroom observers. One advance person set up the team's first site visit; the other went out a week later to set up the team's second visit; the first then set up the third visit, and so on. The advance person spent two weeks at a site and the three other team members arrived at the onset of the second week.

During the first week, the advance person made appointments for the remaining team members' second-week interviews, and gave out questionnaires to the appropriate Teacher Corps, university, or school

personnel and conducted classroom observations. During the second week, team members conducted interviews and observed the interns in the classroom, using the SRI Classroom Observation materials. Team members met daily to discuss any difficulties in scheduling or securing questionnaires and to keep a tally of completed instruments. They also scanned completed instruments while they were on site, to ensure that all instruments had been properly and completely filled out.

Contact with the local coordinator was maintained, although the need for his services diminished during the second week. It should be noted that the local coordinator was extremely helpful and cooperative and his help did much to ensure a site visit that was smoothly and effectively conducted, despite, in some cases, serious scheduling problems when a great many interns were in the project and many activities were going on that made it difficult to complete the work in the allotted time.

As soon as a site visit was completed, all materials from that site were either carried or mailed to the Los Angeles office for processing.

B. The Analytic Approach

Phase I is a hypothesis-generating study; that is, it sought to generate a large number of tentative hypotheses rather than test a relatively small number of hypotheses. A considerable amount of time was spent in data collection and data reduction in Phase I. In contrast, Phase II will be a hypothesis-testing study with considerably more time given to data analysis and interpretation.

In Phase I, a considerable amount of quantified data was collected. This information represented both a participant's rating of program characteristics as well as objective descriptions of the project. The emphasis, however, was on descriptive information. This was in keeping with another aspect of the analytic approach. Effort was made to collect data of a type tha. would be useful to a project director connected with some future teacher training effort. To facilitate this, the study was focused on variables over which a coordinator of training could conceivably have some control.

Another aspect of the general analytical approach was a desire to identify overall trends in the relationship of intern background, Teacher Corps program and intern exit data. To accomplish this, a factor analysis of background, program and exit data was performed.

The factor analysis was conducted in a way that would optimize two somewhat divergent objectives. On the one hand, it was desirable to reduce these data to as few factors as possible so as to lend power to the analysis. On the other hand, it was desirable to insure that each factor had a substantive as well as an empirical identity. Consequently, the factor analyses of program and exit data were performed within the categories of variables described in Chapter II. A factor analysis was performed on data from each of the 14 program categories of variables and on each of the 7 training goals.

For both the program factors and the exit factors, most of the factors were derived using an orthogonal rotation. In several cases oblique rotations were used. Morever, for two program categories, individual variables were used as "factors" in the analysis of trends

because the derived factors were lacking in substantive meaning or accounted for an insufficient amount of the variance. In Volume III are the factor loadings for background, program and exit factors. Factors derived from oblique rotations are labeled as are "factors" which are, in fact, only single variables.

It may be recalled from an earlier section of the report that the central research questions for Phase I are as follows:

(1) What patterns of background characteristics of Teacher Corps interns can be identified?

(2) What patterns of program characteristics of Teacher Corps projects can be identified?

(3) What teaching performance or attitudes are constant among interns (especially ones that exist despite differing project and intern background characteristics)?

(4) To what extent do variations in interns' teaching performances or attitudes correspond to variations in program characteristics and to combinations of intern background and program characteristics?

(5) To what extent have Teacher Corps projects had impact on the implementation of competency-based teacher education (CBTE) at host universities?

Question 1: What patterns of background characteristics of Teacher Corps interns can be identified?

This question asks for a description of interns across the 20 projects. The interns were described in terms of 30 variables concerning:

- Demographic variables--age, sex, ethnic background, marital status, extent of parents' education, and native language;
- Prior formal education;
- Prior occupations and experiences that may relate to teaching;

Question 2: What patterns of program characteristics of Teacher Corps projects can be identified?

This question related to what program factors tended to be highly intercorrelated. To examine this, we presented a table of the statistically significant correlations among program factors. In the section following this table, the most important of these correlations are identified and discussed. No attempt was made to identify exemplary projects, for several reasons. First, the focus was on program features that influenced exit characteristics, not on projects per se. Second, it is only in Phase II that it is possible to validate certain program features as being important, as they are related to pupil learning or growth. We sought to avoid our recommendation of ideal programs prior to this validation process.

Question 3: What teaching performance or attitudes are constant among interns (especially ones that exist despite differing project and intern background characteristics)?

Two kinds of answers were obtained for this question. The first answer was based on an examination of the correlations among exit characteristics. For example, were the interns who were highly involved with parents of their pupils the interns who tended to introduce a lot of ethnically relevant curricula or to use community resources in their teaching? An effort was made to identify general patterns of behavior among interns and, by means of a study of correlations, to see if interns who excelled or were deficient in one exit skill also excelled or were deficient in another skill.

Another kind of answer to Question 3 was a study of whether exit characteristics of interns were similar despite differences in program or background characteristics. The approach to this question is discussed in Question 4.

Question 4: To what extent do variations in intern's teaching performances or attitudes correspond to variations in program characteristics and to combinations of intern background and program characteristics?

The emphasis for this question was on identifying important overall trends. The question, as stated, lacked sufficient focus; consequently, a set of specific questions were identified. These are:

a. Are there any important trends in the program or background factors that are most associated with exit factors?

b. What is the strength of relationship between background and program factors as related to individual exit characteristics?

c. Are the strengths of relationship between background and program factors as related to exit characteristics different for black, chicano and white interns?

d. Do exit skill levels vary by ethnic group, or by whether the project was a graduate or undergraduate project?

e. Do graduate and undergraduate projects differ on any of the background or program factors most associated with differences in exit characteristics?

Question a: Are there any important trends in the program or background factors that are most associated with exit factors?

The first step in answering these questions was to perform several canonical correlations as follows:

Data Base 1	Data Base 2
• Background Factors	Exit Factors
• Program Factors	Exit Factors
• Background and Program Factors	Exit Factors

Figure 4. Analysis Patterns for Canonical Correlations

The canonical correlation analysis resulted in a set of linear combinations of one or more factors from Data Base 1 and one or more factors from Data Base 2, each linear combination having a specified correlation.

Only 19 program or background factors were a part of a linear combination with any one or several exit factors. This was true in the initial examination of all combinations where the correlation between Data Base 1 and Data Base 2 exceeded 0.5. Moreover, examination of all other linear combinations revealed that only these same 19 program or background factors were included.

In the canonical correlation involving background and program factors against exit factors, the computer program could not accommodate all the program factors; 5 factors were excluded. Consequently, in the analysis of those program or background factors that were most closely related to any exit factor, these 5 factors were added to the 19. In addition, 4 background factors were included even though they did not qualify based on the canonical correlation. It was necessary to insure that these factors were not associated with exit factors for all interns. It was also desirable to assess the ability of background factors to predict exit scores for black, chicano, or white interns. In total, then, 28 background and program factors were included in the study of Questions b and c. The The analytic approach to each specific question is discussed below.

Question b: What is the strength of relationship between background and program factors as related to individual exit characteristics?

This question was answered by means of multiple linear regression. Of the 45 exit factors, 22 were selected for this analysis. The 22 were selected primarily because they were judged to be the most important exit skills. We wanted to have an adequate sample within each of the 7 training goal-exit categories. We also found that in several instances factors were redundant. There were 3 factors that seemed to be tapping the extent of implementation of ethnically relevant curriculum for children. One factor was selected to represent these. Another example of redundancy were the "contact" factors describing these contact situations. All were not needed, and therefore a sample was selected.

A secondary consideration was whether the exit factor was a part of a linear combination with a correlation greater than 0.5. All 28 program or background factors were used in each of the 22 multiple regressions.

Question c: Are the strengths of relationship between background and program factors as related to exit characteristics different for black, chicano, and white interns?

The ethnic background of the intern was not one of the background factors used in the canonical correlation. This question asks whether program factors were having a differential effect on black or chicano or white interns as opposed to the other interns.

We picked six exit factors for in-depth study by selecting a factor from each of the exit categories except Category 6, where only one factor, hours per week teaching reading was created. In each case an attempt was made to select a factor that was a good representative of the spirit of the category. We only selected six for our in-depth study however, because of time and resource constraints. Three multiple linear regressions, one for each ethnic group, was performed using each of these six exit factors.

Question d: Do exit skill levels vary by ethnic group, or by whether the project was a graduate or undergraduate project?

This question focused on the relative effect of several variables on the six exit factors used in Question c. The variables were the ethnic group of the intern and whether the project was a graduate or undergraduate project. A two-way analysis of variance was used to answer this question.

Question e: Do graduate and undergraduate projects differ on any of the background or program factors most associated with differences in exit characteristics?

Teacher Corps projects were primarily either graduate or undergraduate projects; there were 10 of each type in the study. An important policy question for the Teacher Corps is the relative effectiveness of graduate and undergraduate interns. An equally important question is whether graduate and undergraduate projects differed on important program variables.

Differences in program features would be of interest even if exit skills for interns from the two types of programs were not different.

It may be the case that undergraduate projects must follow a different training procedure to achieve the same end. At a time when Federal policy regarding teacher training is undergoing substantial change, it would be important to know what programmatic effects were likely to emerge or prove fruitful for pre-service teachers at the undergraduate or graduate level. Note that this question parallels Question c which probed whether interns of different ethnic groups were affected by different aspects of a training program.

Comparison of the pooled standard scores of graduates and undergraduate programs were compared using a T-test. However, differences of lesser magnitude than the usual significance levels were also of interest. Consequently, differences that would occur by change less than 30 percent of the time were examined and discussed.

Question 5: To what extent have Teacher Corps projects had impact on the implementation of competency-based teacher education (CBTE) at host universities?

The issue of institutional change has been increasingly prominent in discussions of education today. The two best studies of Teacher Corps to date have focused on projects in their role as institutional change agents rather than as trainers of teachers.[1] This study focuses on the extent that Teacher Corps projects have influenced the development of competency-based teacher education (CBTE). As described earlier, CBTE is being defined as follows:

- The specification of teacher competencies in the program--the extent to which the project has specified teacher competencies and corresponding assessment criteria.
- The individualization and personalization of the program--the extent to which the project provided for differing learning rates and styles and the extent to which trainees could share in decisions about the kind of training they would receive as well as support of their growth as persons.

[1] The Abt study and the Corwin study cited in Chapter II.

- The field-centeredness of the program--the extent to which the instruction of interns took place in school or community settings and related to the realities of these situations.
- The use of systems design and empirical data in the program--the extent to which the training program is systematic in integrating curriculum elements and is data-dependent both in monitoring intern progress and in program performance.

Having established the extent of influence, we could then examine the patterns in the influence that Teacher Corps projects have had. This aspect of the study focused on four questions pertaining to the implementation of CBTE at cooperating IHE's. These questions were:

1. To what extent has CBTE been implemented in the regular elementary teacher training program at cooperating IHE's?
2. To what extent has the Teacher Corps project influenced this implementation?
3. Has Teacher Corps influence been uniform across all aspects of CBTE or do noteworthy patterns of influence emerge?
4. What Teacher Corps program features are closely associated with the extent of influence that a project has had on the implementation of CBTE at the cooperating IHE?

The analytic approach to answering these questions is discussed below.

Recall from the section on instrumentation that the extent to which CBTE has been implemented in the regular elementary teacher education program was based on the consensus of five raters - the dean, two university instructors, the chairman of the elementary teacher education program or his equivalent, and the project director. Ratings were made on a scale of 1-4, which had the following anchor points:

4 = advanced implementation
3 = partial implementation
2 = in planning stage
1 = not being considered

The consensus ratings for each aspect of CBTE were compared against this standard to portray the extent of implementation of CBTE.

A consensus rating of the extent of Teacher Corps influence was obtained using data from these same five persons. The extent that Teacher Corps has had influence was explored in terms of:

- The percentage of time that projects are reported to have had influence.
- The correlations among the extent of influence and implementation of CBTE at cooperating IHE's.

The analysis explored the variety of ways that projects have had influence; however, due to the complexity of this issue, the results are to be primarily anecdotal in nature.

Finally, the relationship of Teacher Corps program features to the extent of influence by projects was examined. The technique used here was an analysis of correlations among program features and extent of influence.

IV. PHASE I RESULTS

A. Descriptive Findings

1. Intern Background Characteristics

a. The following presents the results of an analysis of data pertaining to the background characteristics of 669 Teacher Corps interns. These background data are basically composed of two categories of variables: demographic characteristics, such as marital status, parents' education, size of community raised in, etc.; and significant experiences prior to entry into Teacher Corps, including educational background, previous work in social service/community projects, and previous work with children. A copy of the questionnaire is included in Volume II, giving the specific items used to measure this set of intern background characteristics. This report will focus on the relationship of these background characteristics to three basic intern variables: ethnicity, sex, and the specific Teacher Corps site at which the intern was located.

b. Site, Ethnicity, and Sex

Table 1 gives the number of interns at each of the 20 sites and the breakdown within each site by the four ethnic groupings used. A summary of the ethnic distribution of interns within projects is provided in Table 2. The ethnic category "black" includes black Africans who represent a sizeable portion of the University of Massachusetts interns. The category "chicano" also includes two Puerto Ricans;[1] no interns came from other Spanish surname groups. The category "white" includes Appalachian whites at the East Tennessee State Project. The category "other" includes orientals, eight Amerindians, and other ethnic groups.

There are several noteworthy features of Tables 1 and 2. Black interns are distributed rather evenly across all projects except three, which are predominantly chicano. Chicano interns, however, are in sizeable numbers at only six projects, two of which are almost

[1] This was done because there were only two and we considered them most like chicanos, for purposes of our data analysis.

exclusively chicano. Of the 669 interns, 44 percent are black, 33 percent are white, 16 percent are chicano, and 7 percent are from other ethnic groups. Non-whites comprise two-thirds of the interns.

Table 1. Distribution of Interns by Ethnic Groups Across Projects

Project Name	Black	Chicano	White	Other	Totals
Livingston University - Alabama	13	0	16	1	30
U. of the Pacific - California	15	11	1	10	37
San Diego State College - California	17	17	1	1	36
University of So. California - California	0	13	12	4	29
Adams State College - Colorado	0	21	3	1	25
Atlanta Consortium - Georgia	26	0	10	0	36
Grambling College - Louisiana	22	0	7	1	30
U. of Massachusetts - Massachusetts	23	0	15	1	39
Michigan State University - Michigan	14	14	11	2	41
U. of Nevada, Las Vegas - Nevada	5	2	15	7	29
Upsala College - New Jersey	21	0	10	2	33
Syracuse University - New York	9	0	11	0	20
University of Toledo - Ohio	24	0	13	0	37
Temple University - Pennsylvania	31	1	6	2	40
E. Tennessee State University - Tennessee	4	0	46	1	51
Houston University - Texas	16	9	13	1	39
U. of Texas at El Paso - Texas	0	19	2	2	23
Norfolk State College - Virginia	21	0	9	0	30
Virginia Commonwealth - Virginia	14	0	15	1	30
University of Washington - Washington	19	1	7	7	34
TOTALS	294	108	223	44	669

Table 2. Summary of Intern Distributions within Projects

Project	Racial Makeup
Grambling College	Predominantly black [1]
Temple University	Predominantly black
Norfolk State College	Predominantly black
Atlanta Consortium	Predominantly black
Adams State	Predominantly chicano
University of Texas, El Paso	Predominantly chicano
East Tennessee State	Predominantly white
University of Massachusetts	Fairly even black-white split
Syracuse University	Fairly even black-white split
Livingston University	Fairly even black-white split
Upsala College	Fairly even black-white split
University of Toledo	Fairly even black-white split
Virginia Consortium	Fairly even black-white split
San Diego State College	Fairly even black-chicano split
University of Southern California	Fairly even chicano-white split
University of the Pacific	Proportioned among blacks, chicanos, and others [2]
University of Nevada at Las Vegas	Proportioned among blacks, whites, and others
University of Washington	Proportioned among blacks, whites, and others
Michigan State University	Proportioned among blacks, chicanos and whites
University of Houston	Proportioned among blacks, chicanos, and whites

[1] By "predominantly" we mean over 60 percent.

[2] By "proportioned" we mean some interns from each of the races listed with no one race predominant.

Table 3 shows the distribution of interns by sex for each project and Table 4 shows the relationship between ethnicity and sex.

Table 3. Distribution of Interns by Sex Across Projects

Project Name	Number of Males	Number of Females	Totals
Livingston University - Alabama	22	8	30
U. of the Pacific - California	20	17	37
San Diego State College - California	14	22	36
University of So. California - California	18	11	29
Adams State College - Colorado	16	9	25
Atlanta Consortium - Georgia	4	32	36
Grambling College - Louisiana	4	26	30
U. of Massachusetts - Massachusetts	24	15	39
Michigan State University - Michigan	16	25	41
U. of Nevada, Las Vegas - Nevada	13	16	29
Upsala College - New Jersey	8	25	33
Syracuse University - New York	7	13	20
University of Toledo - Ohio	13	24	37
Temple University - Pennsylvania	12	28	40
E. Tennessee State University - Tennessee	27	24	51
Houston University - Texas	19	20	39
U. of Texas at El Paso - Texas	17	6	23
Norfolk State College - Virginia	11	19	30
Virginia Commonwealth - Virginia	10	20	30
University of Washington - Washington	17	17	34
TOTALS	292	377	669

Table 4. Sex of Interns, by Race

Ethnic Group	Sex		
	Male	Female	Total
Black	91	203	294
Chicano	66	42	108
White	111	112	223
Other	24	20	44
Total	292	377	669

Across all interns, 56 percent are female. However, among black interns there is a significantly higher proportion of females (69 percent), while among chicanos there is a substantially higher percentage of males (61 percent). Thus the sex ratio differences among sites in Table 3 are largely a reflection of the ethnic distribution at that site, i. e., sites with high proportions of blacks tend to have higher proportions of females, and those with substantial numbers of chicanos have a higher percentage of males.[1]

c. Demographic Characteristics

Intern demographic characteristics are shown in Tables 5 and 6. While half of the interns are at an age when most students are in a graduate program, it is interesting that there is also a high number of interns in the 30+ age bracket, which suggests that Teacher Corps is providing new occupations for persons who have been out of school for some time.

[1] The one significant departure from this pattern is at Livingston. The ethnic distribution at this site shows roughly a 50-50 split between blacks and whites; thus we would predict that there would be somewhat more females than males on the basis of the above sex-ethnicity interrelationship. However, we find that 78 percent of the interns at Livingston are males. We do not know how to account for this.

Table 5. Intern Background Characteristics

Characteristic	Distribution	Percent
Age	18-21	10%
	22-25	52%
	26-29	15%
	30 and Over	33%
Marital Status at Time of Entry	Married	38%
	Single	55%
	Separated, Divorced, Widowed	7%
Present Marital Status	Married	49%
	Single	43%
	Separated, Divorced, Widowed	8%
Size of Community in Which Intern Raised	Under 25,000	30%
	Between 25,000 and 100,000	28%
	Over 100,000	42%

Table 6. Years of Schooling of Interns' Parents

Parent	Schooling Years	Percent
Fathers of Interns	8 years' schooling or less	32%
	1-3 years' high school	13%
	4 years' high school	25%
	1-3 years' college	14%
	4 or more years' college	17%
	Average Years of Schooling: 11.0	
Mothers of Interns	8 years' schooling or less	22%
	1-3 years' high school	16%
	4 years' high school	31%
	1-3 years college	16%
	4 or more years' college	15%
	Average Years of Schooling: 11.4	

Data showing years of schooling of interns' parents reveal several interesting findings:

- A fairly high percentage of parents had no more than eight years' schooling. It is encouraging that their children have been able to achieve higher levels;
- Mothers have a higher level of schooling than do fathers. This is in keeping with education patterns in low-income groups, where women often have more education than men;
- On the average, interns' parents completed less than a high-school education. We can conclude that interns came from families that are relatively disadvantaged, in comparison with other parents of the same age.

d. Intern Educational Background

Next, we will examine the educational background of the interns. The findings are shown in Table 7. A sizeable minority of students have more years of schooling than are minimally required for admission to a Teacher Corps program. Of interns entering undergraduate programs, approximately 60 percent had the equivalent of two years' college and 40 percent had three years of college. For graduate programs, a similar proportion had five years of college or more. While this may reflect an uncertainty in the career plans of interns, it could also reflect a desire on the part of projects to recruit interns who have already completed some of the required courses (or their equivalent) thus easing the credit load burden on interns or increasing the flexibility of the academic work for interns.

One-third of the interns reported that they had attended college on a part-time basis, most often in order to support themselves. About 76 percent of them had attended a public college, while 15 percent had gone to a private college, and 9 percent had attended both types of schools.

Slightly half of the interns had not received a college degree. This parallels the fact that 10 of the 20 projects were undergraduate projects.

Table 7. Intern Educational Background

Background	Years	Percent
Years of College	5 or more years	17%
	4 years	31%
	3 years	22%
	2 years	30%
College Degrees	Advanced degree	1 Intern
	Bachelor's degree	47%
	No degree	53%
Majors	Social sciences	41%
	Humanities/fine arts	27%
	Education	12%
	Physical/biology sciences	7%
	Other fields	12%

It is interesting to note that, while few had majored in education, 8 percent of the interns had received some type of teacher certification prior to entering Teacher Corps. We found this unusual, since Teacher Corps entrance requirements stipulate that interns not have a strong background in education.

e. Relevant Work Experience

As a final set of intern entry characteristics we have the interns' own report of the types and amount of work experience they had in the community and with children prior to entry into Teacher Corps. Approximately 68 percent of the interns said they had some experience working in a social service capacity in a low-income or minority community. Of these:

- 31 percent had two or more years' experience;
- 31 percent had worked for 1 to 2 years;
- 37 percent had less than 1 years' experience or worked only during summers.

The types of community work in which interns had experience included the following:

- Group work--40 percent
- Counseling--26 percent
- Providing transportation--18 percent
- Organizing residents--15 percent
- Clerical work in community--15 percent
- Program development--19 percent
- Administrative experience--13 percent
- Social service--23 percent

(Note that totals equal more than 100 percent since many interns had experience in several types of community work.)

As these lists show, many--if not most--of the interns had community work experience, and most of their experiences bear directly on the kinds of work that they later encountered in the school setting. It might be safe to say that some of them had gained from their community work a preparation for their teaching experience.

A great proportion of the interns (88 percent) had experience working with children before they entered the Teacher Corps program. Among these interns, 41 percent had worked with preschool children, 78 percent with elementary-school-age children, 53 percent with junior high school children, and 33 percent with senior high students. The most common type of experience in working with children was in recreational activities--59 percent of the interns who had worked with children had experience in this area. Almost half (49 percent) of these interns had tutoring experience with children, and 39 percent had classroom teaching experience before entering Teacher Corps. Also, 27 percent had engaged in counseling activities with children, and 20 percent had other types of experience working with children. This suggests that the interns' exposure to children prior to Teacher Corps influenced their decision to choose teaching as a career.

f. Relationships Between Background Characteristics and Variables

Site-Related Factors. Now we turn to an examination of the relationship between the intern background characteristics and experiences; and the variables of the site, sex, and ethnicity. A large part of the relationship between age of interns and project is a function of whether it is a graduate or undergraduate project. Thus in general the graduate projects have older interns. However, the reverse is not consistently true. There is considerable variation among the undergraduate projects in terms of the age distribution of their interns. For example, Upsala, an undergraduate project, has the highest proportion (36 percent) of interns 30 years and older among all sites, undergraduate and graduate. Thus there may be other age-linked selection criteria or the difference may simply be one of chance.

In examining the rest of the intern entry characteristics, we find that most of the observed relationships with site are more adequately

explained by the relationship between these variables and sex and ethnicity, and are thus primarily a function of the differential sex and ethnic distribution at the various sites, as discussed above. Therefore, we now turn to a more detailed consideration of the relationship between sex and ethnicity and other background characteristics.

Ethnicity. In Table 8 we see the relationship between ethnicity and age. Here we find that blacks and "other" ethnic categories tend to have a more widely dispersed age distribution, with higher proportions in both the youngest (18-21) and oldest (30 and over) age categories. Chicanos and whites, on the other hand, tend to cluster more in the middle age groupings (22-25 and 26-29). Language spoken, both now and as a child, is, not surprisingly, almost totally a function of ethnic group. However, we do find that sizeable minorities of the non-chicano groups have learned to speak Spanish (see Table 9). Similarly, "street language" spoken or understood is primarily a function of ethnicity (Table 10). We asked interns about: (1) languages and dialects, and (2) street language, by which we mean unusual vocabularly and sentence patterns that are understood in inner-city areas. (See Volume II, Part 1, p. II-6, for the actual question.)

The size of the area in which the intern was raised is only weakly related to his ethnic group. We do find some tendency for blacks and chicanos to come from the largest communities (population over 100,000). In terms of the ethnic composition of the school, the black interns attended schools with high concentrations of their own ethnic group, while chicanos come from a much wider variety of schools, in terms of ethnic composition.

Parents Education. In terms of parental educational background, we find an expected correlation between intern ethnic group and the years of schooling completed by his parents. The distribution of parents' education is as follows: 47 percent of the fathers of white interns had at least some college, while 24 percent of the blacks, 23 percent of the "other" ethnic category, and 18 percent of the chicanos had fathers with this level of education. On the other hand, fathers with 8 or fewer years of schooling were as follows: chicano, 61 percent; black, 50 percent; "other", 37 percent; and white, 25 percent. An almost identical pattern exists in the relationship between ethnicity and mothers' education.

Table 8. Age Distribution of Interns by Ethnic Group

	Age Groups				Total[1]
	18-21	22-25	26-29	30 and Over	
Black	28	89	28	43	188
Chicano	6	56	23	8	93
White	15	92	33	23	163
Other	6	13	9	7	35
Total	55	250	93	81	479

[1] Several tables over the remainder of this chapter reflect a total that is less than 669 interns. This is because data used in this analysis were collected in Fall 1972. Data received later for the remaining interns were included in the factor analysis but not in the description of interns. Given the emphasis on the relationship between background program and exit factors, we concentrated our efforts on the analysis described later in this report.

Table 9. Distribution of Spanish-speaking Interns by Ethnic Group

Ethnic Group	Speak Spanish	Do not Speak Spanish	Total[1]
Black	43	148	191
Chicano	88	5	93
White	44	119	163
Other	12	23	35
Total	187	295	482

Table 10. Street Languages Spoken by Different Ethnic Groups of Interns

Ethnic Group	Language				
	Black	Spanish	Other	Several	Total[1]
Black	152	1	2	28	183
Chicano	2	50	6	26	84
White	56	6	10	11	83
Other	12	7	5	5	29
Total	222	64	23	70	379

[1]The totals on these tables are not the same because different numbers of interns responded to the items on the questionnaire which provided this information.

Intern's Education. White interns are less likely to have gone to a junior college and are more likely to have: (1) gone to a four-year college, (2) gone to a private college, (3) received a degree, and in general (4) had more years of college education before entering Teacher Corps. There are few differences between ethnic groups in terms of the major field of their degree, with the exception that somewhat more of the blacks had an education major.

Community Service Experience. Finally, we find that ethnic group is significantly related to the amount and type of community/social service experience that the intern had prior to his entering Teacher Corps. Seventy-five percent of the blacks and 75 percent of the chicanos, as opposed to 59 percent of the whites, had some prior community work experience. About 66 percent of the "other" ethnic category had prior community experience.

There is also some relationship between ethnicity and experience with children. Blacks tend to have a somewhat higher than average amount of experience in this area, while chicanos a lesser amount than average. However, this appears to be largely a function of the differential sex ratios in these two ethnic groups. As mentioned previously, blacks have a high proportion of females, and chicanos a high percentage of males.

Sex and intern entry characteristics. This section presents the results of the analysis of the relationships between sex and intern entry characteristics. Table 11 shows the relationship between sex and age of the intern. Overall, the age distributions for males and females are not strikingly different from one another; the average age of the males is 25.9 years, and for females it is 25.6. Given this, the relationship between sex and marital status, as seen in Table 12, is somewhat unexpected. Here we find that a significantly higher proportion of males are married at present (a similar pattern exists in marital status at the time of entry into Teacher Corps). More than 61 percent of the males are presently married, compared to just under 40 percent of the females. We may also note that the separation and divorce rate is four times higher among females than among males.

Table 11. Age Breakdowns, by Sex

Sex	Age				Total[1]
	18-21	22-25	26-29	30 and Over	
Male	16	114	58	33	221
Female	39	137	35	49	260
Total	55	251	93	82	481

Table 12. Current Marital Status, by Sex

Sex	Status				Total[1]
	Single	Married	Divorced/ Separated	Other	
Male	79	135	6	0	220
Female	127	104	25	7	263
Total	206	239	31	7	483

[1]The totals on these tables are not the same because different numbers of interns responded to the items on the questionnaire which provided this information.

Independent of any ethnic group factors, males are significantly more likely to have attended college on a part-time basis (see Table 13). They were more likely to have gone part-time in order to support themselves or others, while females were more likely to have done so in order to care for children or other dependents.

Again independent of the influence of ethnicity, there is a slight tendency for the females to have had fewer years of college than males (Table 14). As we noted earlier, ethnicity also has a significant influence on whether or not one received a degree, with whites being much more likely than blacks or chicanos to have received one. In looking at the simultaneous effect of these two factors, we find that, while each has some independent effect, the factor of ethnicity is much stronger--white females are more likely to have a degree than are black or chicano males. Only a slightly higher proportion of black and chicano males have a degree than do females from the same ethnic group, whereas white males are much more likely to possess a degree than are white females. Overall, females are somewhat more likely to have majored in education and to have a teaching credential.

Sex appears to have no influence on the amount or type of experience in community/social service work that the intern had prior to entering Teacher Corps. However, it does have a strong effect on the amount and type of experience the intern had working with children. Females are more likely to have worked with preschool and elementary school children, while males are more likely to have worked with junior and senior high school students. Females are somewhat more likely to have worked with children in the capacity of tutor or classroom teacher; males, to have had experience working with children in recreational or counseling activities.

Table 13. Part-time Attendance at College by Interns

	Yes	No	Total[1]
Male	86	133	219
Female	73	184	257
Total	159	317	476

Table 14. Highest Degree Held by Interns

	Less Than Bachelor	Bachelor	Master or Higher	Total[1]
Male	92	117	0	209
Female	150	99	1	250
Total	242	216	1	459

[1]The totals on these tables are not the same because different numbers of interns responded to the items on the questionnaire which provided this information

2. Description of Program Characteristics

a. Introduction to Program Factors

This section presents a description of each of the 14 categories of program-variable factors and outlines some of the key factors in each category. The 14 categories are listed in Figure 5. Following the descriptions of these categories is a series of tables (tables 15 through 28) one for each category, showing the correlations of the factors in that category with other program-variable factors in other categories. It is hoped that the reader will become familiar with the 14 categories such that the data contained in the tables will be clear.

The 14 categories can be roughly divided into two groups: the first three categories present context descriptions, which show the existing program-environment conditions within the projects. The remaining eleven categories present training program descriptions, which provide information on the aspects of different Teacher Corps projects. In other words, the first three categories provide information about the existing contextual environment, and the remaining eleven deal with factors that result from, or characterize, the projects themselves.

The first category provides a general picture of characteristics at a project site. Factors in this category include the percent of interns of different ethnic backgrounds, the amount of money expended on each intern in the program, team leader-intern ratios, number of interns in undergraduate status, the geographic area of the country in which the project is located, and the number of previous Teacher Corps cycles in that district. For purposes of these data correlations, the geographic area of the country--which is a numeric designation--is not included in the tabulations.

Category 2 represents characteristics of the institution of higher education. The factors here include such items as the number of professors from minority groups, number of credits given for courses having a focus on low-income, minority group teaching, the attitudes of the school

I.	General Characteristics of the Project Site
II.	Characteristics of Cooperating Institution of Higher Education
III.	Characteristics of the Cooperating School Districts
IV.	Characteristics of the Training Staff
V.	The Recruitment and Selection of Interns
VI.	The Structure and Content of Experiences for Which Interns Receive Academic Credit
VII.	The Use of Specified Teacher Competencies in the Program
VIII.	The Degree of Personalization of the Program
IX.	The Practicum Experiences of the Interns in the Public School Setting
X.	Other Characteristics of the School Setting in Which the Intern Works
XI.	The Community Component of the Project
XII.	The Evaluation Processes Within the Project
XIII.	The Programmatic Continuity Within the Project
XIV.	The Stability and Decision Making Processes of the Project

Figure 5. The Fourteen Categories of Program Variables

Note: These fourteen categories were created by the PTTA staff. Within each category were a number of specific variables that were measured in Phase I.

staff toward Teacher Corps, perceptions of the goals of Teacher Corps and the similarity of views between the project and the school, and whether the university is a public or a private one.

Category 3, the third of the context-variable categories, describes characteristics of the cooperating school district, including the number of pupils, extent of other federal programs, percent of low-income pupils, and per-pupil expenditures.

Category 4 begins the program-descriptive information. This category describes the training staff. Included are the race of the team leaders and instructors, the experience of the team leader and ability of the team leader and project director to impart knowledge to the intern, and the attitudes of the Teacher Corps staff toward reading problems of low-income and minority children and toward causes of poverty. The factors in the category place the staff in a perspective with regard to their ability to work with the interns in training them for teaching low-income and minority children.

Category 5 provides a description of intern recruitment and selection procedures. Before the instruments were developed, three dimensions identified as being important to the selection-process description: communication process, selection process, and selection criteria. Results showed, that some variables within these dimensions were commonly used together and that projects tended to fall into one of these dimensions. The three dimensions and the variables within each are shown at left; the factors that clustered are shown at right.

Dimensions	Factor 5.1	Factor 5.2	Factor 5.3
Communication • Formal • Informal	Informal communication	Formal plus informal communication	Formal communication
Selection Process • Broad-based • Narrow-based	Broad-based	Broad-based	Narrow-based
Criteria • Potential ability, language ability, personality • Personality, background experience, ethnic and cultural considerations • Academic	Potential ability, language ability, personality	Personality, background experience, ethnic and cultural considerations	Academic

Several other factors were identified with the general category of recruitment and selection of interns. These include the variety of strategies used to recruit hard-to-contact groups of interns. Another factor was the extent to which university admission requirements were waived at the time the intern entered the program.

Category 6 factors describe the structure and content of experiences for which interns receive academic credit. The factors provide a description of the extent of course revision and the extent to which the project tends to be undergraduate.

In contrast to Category 6 factors, Category 7 provides information on the extent of training-skill orientation that interns receive, particularly the use of competencies, and the use of modules in training sessions. Simulation-feedback training is also considered in this category.

Category 8 describes the extent of personalization in the project. This includes the extent to which the intern feels accepted in the project, the amount of sensitivity and cross-cultural training he receives, and the extent to which he feels he can be self-directed in the context of project flexibility, choice of learning pace, and order of courses. The category also provides a description of how accepted the intern feels in the public-school setting.

Categories 9 and 10 both describe the intern's experience in the schools. They differ in that Category 9 describes typical clinical-supervision variables while Category 10 includes a description of the public-school environment to which the intern is exposed.

Category 9 variables focus on such items as the amount of supervision that the intern receives, the roles of the team leader and the cooperating teacher, the characteristics of the teaching team, the freedom that the intern feels in seeking help, and the ways in which team leaders allow interns to bring about change outside of the classroom.

Category 10 looks at the public school environment--the degree to which the intern is socialized into the environment. Included in this category is the racial make-up of the school and the extent of federal funding of school projects. Another dimension of the category is whether the school was identified as a portal school, and the exposure of the intern to innovative teaching and curriculum.

Category 11 is the "community component" set of factors that describe the extent to which the intern is active in community activities related to his Teacher Corps work and the degree of supervision and support that he receives.

Category 12 is concerned with local evaluations that have been conducted by Teacher Corps projects--the kinds of methods used, the means of collecting data, and the use of the evaluations.

Category 13 describes the programmatic integration at a Teacher Corps project. Some projects used concepts such as systems planning, PERT-charting, etc. to achieve a program where the various instructional elements relate to one another. This question explored the use of programmatic integration whether or not it was achieved by means of systems planning. Factors in the category include the extent to which a project's goals are known and shared by project staff and others connected with the project, the university instructor's familiarity with the overall instructional program for interns, and the extent to which the academic instruction given interns is applied in the school setting.

The last program-variable, Category 14, has several dimensions. It depicts the discontinuity of project staffing--the turnover rate for the project director, other project staff and key linkage personnel such as principals of cooperating schools. It also describes the number of cooperating schools or school districts that were added or dropped during the Sixth Cycle.

Another dimension of Category 14 is the extent of cooperative decision making at the project. This includes the variety of role groups involved in decision making and the extent to which influence was distributed among these groups.

Competency-based teacher education includes information from:

Category 7:	Use of Specified Teacher Competencies in the Program.
Category 8:	Degree of Personalization of the Program.
Category 9:	Practicum Experience of Interns in the Public School Setting.

Category 10: Other Characteristics of the School Setting in Which the Intern Works.

Category 12: The Evaluation Process within the Project.

Category 13: The Programmatic Continuity Within the Project.

A definition of CBTE was given on page 3; it includes more than the concept that competencies were used.

On the following pages are tables portraying significant correlations between program factors. Only relationships with a correlation greater than .42 in absolute value are listed. A correlation of .43 is significant at the .05 level for 19 degrees of freedom. The reader should be cautioned that no adjustment was made to compensate for the fact that multiple correlations were examined, thus increasing the likelihood that a correlation greater than .43 would happen by chance. For the .05 significance level one correlation in 20 would exceed .42 merely by chance. Because Phase I of this study was a hypothesis-generating rather than hypothesis-testing study, we decided to report all correlations exceeding .42 in absolute value. We wish to err by including too many correlations rather than by including too few.

Note: The tables that follow this page portray correlations among Teacher Corps program factors. Listed beneath each program factor are the other program factors that highly correlate with it. For example, the factor Percent of Chicano Interns has several factors which are highly correlated with it. Next to each of these other factors is a correlation coefficient representing the relationship of this other factor to the Percent of Chicano Interns.

Table 15. Significant Correlations Among Program Factors

Category 1. General Characteristics of Project Sites

1.1 Percent of Chicano Interns

-.51	Percent of White Interns (1.3)
.75	Project is an Undergraduate Project (1.6)
.58	Number of Credits and Percent of Credits Outside of School of Education (6.2)
-.47	Many Role Groups Involved in Selection of Cooperating Teacher (9.3)
-.61	Extent of Reported Implementation of Portal Schools (10.5)
.51	Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

1.2 Percent of Black Interns

-.55	Percent of White Interns (1.3)
-.46	Variety of Groups and Methods were Used in Specifying Competencies (7.1)
-.49	Intern Feels Accepted in Public School Setting (8.4)
.85	Percent of Chicano Pupils and Staff in Public School (10.3)
.59	Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)
.46	Frequency of Changes of Cooperating Schools and School Districts and Lack of Influence by LEA and extent of Turnover in Dean, School of Education Role (14.4)

1.3 Percent of White Interns

-.71	Project Is An Undergraduate Project (1.6)
-.49	Number of Previous Cycles of Teacher Corps (1.8)
-.54	Number of Credits and Percent of Credits Outside of School of Education (6.2)
.58	Extent of Reported Implementation of Portal Schools (10.5)
.44	Percent of Black Staff in Public School (10.6)
-.67	Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)
-.57	Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

Table 15. (Continued)

1.4 Dollar Expenditure per Intern

-.44	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision (9.1)
-.53	Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals (9.4)
-.49	Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)
-.46	Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts (10.2)
-.49	Percent of Pupils in Title I Program at School (10.7)
.47	Extent of Discontinuity of Project Staffing (14.1)

1.5 Team Leader/Intern Ratio

.52	Project Is An Undergraduate Project (1.6)
.51	Extent of Reported Implementation of Portal Schools (10.5)

1.6 Project Is An Undergraduate Project

.75	Percent of Chicano Interns (1.1)
-.71	Percent of White Interns (1.3)
.52	Team Leader/Intern Ratio (1.5)
.49	Extent of Low Income/Minority Focus in Regular School of Education Program (2.3)
.45	Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)
.85	Number of Credits and Percent of Credits Outside of School of Education (6.2)
.53	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision (9.1)
-.52	Extent of Reported Implementation of Portal Schools (10.5)
.47	Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)

Table 15. (Continued)

1.7 Geographic Area of Country (nominal data)

Contains nominal data and would not be appropriate to include with these correlations.

1.8 Number of Previous Cycles of Teacher Corps

-.46	Extent of Course Revision for Teacher Corps Training (6.1)
.46	Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)
-.54	Variety of Groups and Agencies Involved in Supervision of Community Component (11.5)
.68	Length of Teacher Corps Program at This University (13.1)

Table 16. Significant Correlations Among Program Factors

Category 2. Characteristics of Cooperating Institution of Higher Education

2.1 Percent of Minority Group Professors in School of Education

.50	Competencies Were Used in Training Interns (7.3)
.47	Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)
-.69	Extent of Cooperative Decision-Making as Seen by Project Staff (14.5)

2.2 Positive Attitude of School of Education Toward Teacher Corps

.44	Number of Credits and Percent of Credits Outside of School of Education (6.2)
-.45	Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals (9.4)
.48	Length of Teacher Corps Program at this University (13.1)
-.48	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in Dean, School of Education Role (14.4)

2.3 Extent of Low-Income/Minority Focus in Regular School of Education Program

.50	Intern Selection Procedure: Communication is Formal and Informal; Criteria: Personality, Background Experiences, Ethnic and Cultural Considerations (5.2)
.43	Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)
.58	Number of Credits and Percent of Credits Outside of School of Education (6.2)
-.66	Intern Feels Accepted in Public School Setting (8.4)
.43	Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)
.48	Extent of Cooperative Decision-Making as Seen by Project Staff (14.3)

Table 16. (Continued)

2.4 Project's Perception of Extent of Goal Similarity and Cooperation with School of Education

.44 Many Role Groups Involved in Selection of Cooperating Teacher (9.3)

.47 Percent of Black Staff in Public School (10.6)

-.53 Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

2.5 Cooperating IHE's are Public Institutions

.46 Per-Pupil Expenditure in District (3.3)

.44 Intern Chooses Elective Courses but Isn't Accepted or In Contact with Project Staff (8.3)

2.6 Total Enrollment at IHE

.59 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)

-.61 Hours Per Week and Diversity of Community Component (11.4)

-.55 Extent of Discontinuity of Project Staffing (14.1)

-.44 Extent of Cooperative Decision-Making at Project as Seen by Principal (14.2)

Table 17. Significant Correlations Among Program Factors

Category 3. Characteristics of the Cooperating School District

3.1 Number of Pupils per District

-.47 Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom (9.2)

-.46 Percent of White Pupils and Staff in Public School (10.1)

.47 Length of Teacher Corps Program at this University (13.1)

3.2 Percent of Low-Income Pupils in District

.43 Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)

-.62 Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)

3.3 Per-Pupil Expenditure in District

-.46 Cooperating IHEs are Public Institutions (2.5)

-.52 Extent of Reported Implementation of Portal Schools (10.5)

-.48 Hours Per Week and Diversity of Community Component (11.4)

Table 18. Significant Correlations Among Program Factors

Category 4. Characteristics of the Training Staff

4.1 Percent of Black Team Leaders

.60	Percent of Chicano Interns (1.1)
-.52	Percent of Black Interns (1.2)
-.52	Percent of Chicano Team Leaders (4.2)
-.47	Percent of White Team Leaders (4.3)
-.50	Proportion of Teacher Corps Credits Taught by White Instructors (4.6)
.44	Years Team Leader has Taught Low-Income Children (4.7)
-.56	Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom (9.2)
-.64	Percent of White Pupils and Staff in Public School (10.1)
-.47	Percent of Chicano Pupils and Staff in Public School (10.3)
.60	Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)
-.44	Extent to Which Goals are Known and Shared by Project Staff (13.2)
-.43	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role (14.4)

4.2 Percent of Chicano Team Leaders

.88	Percent of Black Interns (1.2)
-.47	Percent of White Interns (1.3)
-.52	Percent of Black Team Leaders (4.1)
-.49	Percent of White Team Leaders (4.3)
-.64	Variety of Groups and Methods Used in Specifying Competencies (7.1)
-.43	Comprehensiveness of Project Evaluation (12.1)

4.3 Percent of White Team Leaders

.65	Percent of White Interns (1.3)
-.44	Project is an Undergraduate Project (1.6)
-.47	Percent of Black Team Leaders (4.1)
-.49	Percent of Chicano Team Leaders (4.2)

Table 18. (Continued)

4.3 Percent of White Team Leaders (Continued)

.46 Variety of Groups and Methods Used in Specifying Competencies (7.1)

.46 Intern Feels He/She Can be Self-Directed (8.2)

.70 Percent of White Pupils and Staff in Public School (10.1)

-.47 Percent of Chicano Pupils and Staff in Public School (10.3)

-.47 Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

4.4 Proportion of Teacher Corps Credits Taught by Black Instructors

.49 Percent of Chicano Interns (1.1)

-.55 Number of Previous Cycles of Teacher Corps (1.8)

4.5 Proportion of Teacher Corps Credits Taught by Chicano Instructors

-.45 Staff Explains Poverty as Structural Problems in Society (4.13)

4.6 Proportion of Teacher Corps Credits Taught by White Instructors

-.55 Percent of Chicano Interns (1.1)

.47 Percent of White Interns (1.3)

-.47 Project is an Undergraduate Project (1.6)

-.50 Percent of Black Team Leaders (4.1)

-.48 Years Team Leader Has Taught Low-Income Children (4.7)

4.7 Years Team Leader Has Taught Low-Income Children

.45 Percent Minority Group Professors in School of Education (2.1)

.44 Percent of Black Team Leaders (4.1)

-.48 Proportion of Teacher Corps Credits Taught by White Instructors (4.6)

4.8 Intern Learned Most From Team Leader

.48 Per-Pupil Expenditure in District (3.3)

-.54 Intern Learned Most From Project Director (4.9)

.50 Comprehensiveness of Project Evaluation (12.1)

Table 18. (Continued)

4.9 Intern Learned Most From Project Director

-.54 Intern Learned Most From Team Leader (4.8)

4.10 Team Leader Employed by District Prior to Teacher Corps

None

4.11 Staff Perceives Reading Failure as Due to Teacher

-.55 Dollar Expenditure per Intern (1.4)

-.46 Variety of Role Groups that Gather Data and Use the Evaluation (12.3)

4.12 Staff Perceives Reading Failure as Due to Student or Environment

.47 Percent of White Interns (1.3)

.66 Staff Explains Poverty as Problem with Individual or with Fate (4.14)

4.13 Staff Explains Poverty as Structural Problem in Society

.46 Per-Pupil Expenditure in District (3.3)

-.45 Proportion of Teacher Corps Credits Taught by Chicano Instructors (4.5)

4.14 Staff Explains Poverty as Problem with Individual or with Fate

-.43 Total Enrollment at IHE (2.6)

-.49 Per-Pupil Expenditure in District (3.3)

.66 Staff Perceives Reading Failure as Due to Student or Environment (4.12)

-.43 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)

.54 Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom (9.2)

Table 19. Significant Correlations Among Program Factors

Category 5. The Recruitment and Selection of Interns

5.1 Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based; Criteria: Potential Ability, Language Ability, Personality

.53 Number of Previous Cycles of Teacher Corps (1.8)

.45 Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts (10.2)

-.61 Variety of Groups and Agencies Involved in Supervision of Community Component (11.5)

.51 Extent of Cooperative Decision-Making as Seen by Project Staff (14.5)

5.2 Intern Selection Procedure: Communication is Formal and Informal; Criteria: Personality, Background Experiences, Ethnic and Cultural Considerations

.49 Extent of Low-Income/Minority Focus in Regular School of Education Program (2.3)

.52 Extent That Intern Feels Accepted Within Project (8.1)

5.3 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups

.45 Project is an Undergraduate Project (1.6)

.43 Extent of Low-Income/Minority Focus in Regular School of Education Program (2.3)

.59 Total Enrollment at IHE (2.6)

.45 Number of Credits and Percent of Credits Outside of School of Education (6.2)

-.54 Intern Feels He/She Can be Self-Directed (8.2)

-.52 Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom (9.2)

Table 19. (Continued)

5.3 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (Continued)

.46 Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals (9.4)

-.46 Hours Per Week and Diversity of Community Component (11.4)

5.4 Intern Selection Procedure: Academic Requirements Were Waived

-.49 Follow-up of Academic Instruction in School Setting (13.3)

5.5 Intern Selection Procedure: Communication is Formal; Selection Process is Narrow-Based; Criteria Academic Ability

.60 Hours Per Week and Diversity of Community Component (11.4)

Table 20. Significant Correlations Among Program Factors

Category 6. The Structure and Content of Experiences for Which Interns Receive Academic Credit

6.1 Extent of Course Revision for Teacher Corps Training

-.46 Number of Previous Cycles of Teacher Corps (1.8)

6.2 Number of Credits and Percent of Credits Outside of School of Education

.59 Percent of Chicano Interns (1.1)

-.54 Percent of White Interns (1.3)

.85 Project Is An Undergraduate Project (1.6)

.43 Positive Attitude of School of Education Toward Teacher Corps (2.2)

.58 Extent of Low-Income/Minority Focus in Regular School of Education Program (2.3)

.45 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)

.51 Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision (9.1)

.52 Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)

.52 Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

Table 21. Significant Correlations Among Program Factors

Category 7. The Use of Specified Teacher Competencies in the Program

7.1 Variety of Groups and Methods Used in Specifying Competencies

-.46 Percent of Black Interns (1.2)

.53 Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals (9.4)

.50 Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts (10.2)

-.49 Percent of Chicano Pupils and Staff in Public School (10.3)

7.2 Amount of Simulation/Feedback Training Used

.48 Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)

.49 Length of Teacher Corps Program at this University (13.1)

7.3 Competencies Used in Training Interns

.50 Percent of Minority Group Professors in School of Education (2.1)

-.60 Intern Feels He/She Can be Self-Directed (8.2)

-.57 Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)

Table 22. Significant Correlations Among Program Factors

Category 8. The Degree of Personalization of the Program

8.1 Extent That Intern Feels Accepted Within Project

.52 Intern Selection Procedure: Communication is Formal and Informal; Criteria: Personality, Background Experiences, Ethnic and Cultural Considerations (5.2)

.61 Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision (9.1)

.57 Extent of Public School Staff Support of the Intern's Involvement in the Community Component (11.1)

.45 Length of Teacher Corps Program at this University (13.1)

8.2 Intern Feels He/She Can be Self-Directed

-.60 Competencies Used in Training Interns (7.3)

-.50 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)

.72 Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)

.61 Percent of Pupils in Title I Program at School (10.7)

.54 Length of Teacher Corps Program at this University (13.1)

.43 Extent to Which Goals are Known and Shared by Project Staff (13.2)

8.3 Intern Chooses Elective Courses but Isn't Accepted or in Contact With Project Staff

.44 Cooperating IHE's are Public Institutions (2.5)

.56 Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Intern to Bring About Change Outside Their Classroom (9.2)

-.50 Extent of Discontinuity of Project Staffing (14.1)

Table 22. (Continued)

8.4 Intern Feels Accepted in Public School Setting

-.50 Percent of Black Interns (1.2)

-.67 Extent of Low-Income/Minority Focus in Regular School of Education Program (2.3)

Table 23. Significant Correlations Among Program Factors

Category 9. The Practicum Experience of Interns in the Public School Setting

9.1 Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision

-.46 Percent of White Interns (1.3)

-.44 Dollar Expenditure per Intern (1.4)

.53 Project is an Undergraduate Project (1.6)

.51 Number of Credits and Percent of Credits Outside of School of Education (6.2)

.61 Extent That Intern Feels Accepted Within Project (8.1)

.57 Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts (10.2)

9.2 Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom

.47 Number of Pupils per District (3.1)

-.52 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)

.56 Intern Chooses Elective Courses But Isn't Accepted or in Contact with Project Staff (8.3)

.54 Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts (10.2)

.45 Hours per Week and Diversity of Community Component (11.4)

9.3 Many Role Groups Involved in Selection of Cooperating Teacher

-.48 Percent of Chicano Interns (1.1)

.44 Project's Perception of Extent of Goal Similarity and Cooperation with School of Education (2.4)

Table 23. (Continued)

9.4 Extent that Cooperating Teacher Participates in Overall Design

-.53 Dollar Expenditure per Intern (1.4)

-.45 Positive Attitude of School of Education Toward Teacher Corps (2.2)

.46 Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)

.53 Variety of Groups and Methods Used in Specifying Competencies (7.1)

.57 Follow-up of Academic Instruction in School Setting (13.3)

-.57 Extent of Discontinuity of Project Staffing (14.1)

9.5 Amount of Clinical Supervision Given to Intern

None

9.6 Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting

-.53 Dollar Expenditure per Intern (1.4)

.43 Percent of Low-Income Pupils in District (3.2)

-.57 Competencies Used in Training Interns (7.3)

.72 Intern Feels He/She Can be Self-Directed (8.2)

.68 Percent of Pupils in Title I Program at School (10.7)

-.51 Extent of Cooperative Decision-Making at Project as Seen by Principal (14.2)

Table 24. Significant Correlations Among Program Factors

Category 10. Other Characteristics of the School Setting in Which the Intern Works

10.1 Percent of White Pupils and Staff in Public School

.43 Percent of White Interns (1.3)

-.46 Number of Pupils per District (3.1)

-.47 Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

.56 Extent to Which Goals are Known and Shared by Project Staff (13.2)

10.2 Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts

-.46 Dollar Expenditure per Intern (1.4)

.45 Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based; Criteria: Potential Ability, Language Ability, Personality (5.1)

.49 Variety of Groups and Methods Used in Specifying Competencies (7.1)

.57 Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision (9.1)

.54 Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom (9.2)

10.3 Percent of Chicano Pupils and Staff in Public School

.85 Percent of Black Interns (1.2)

-.46 Percent of White Interns (1.3)

-.49 Variety of Groups and Methods Used in Specifying Competencies (7.1)

.49 Extent of Public School Staff Support in the Intern's Involvement in the Community Component (11.1)

Table 24. (Continued)

10.4 Extent of Curriculum Expansion and Development in School as a Result of Teacher Corps

-.47 Extent of Cooperative Decision-Making as Seen by Project Staff (14.3)

10.5 Extent of Reported Implementation of Portal Schools

.61 Percent of Chicano Interns (1.1)

.58 Percent of White Interns (1.3)

-.51 Team Leader/Intern Ratio (1.5)

-.52 Project is an Undergraduate Project (1.6)

-.52 Per-Pupil Expenditure in District (3.3)

10.6 Percent of Black Staff in Public School

.44 Percent of White Interns (1.3)

.47 Project's Perception of Extent of Goal Similarity and Cooperation with School of Education (2.4)

10.7 Percent of Pupils in Title I Program at School

-.49 Dollar Expenditure per Intern (1.4)

.47 Intern Selection Procedure: Communication is Formal; Selection Process is Narrow-Based; Criteria Academic Ability (5.5)

.61 Intern Feels He/She can be Self-Directed (8.2)

.68 Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)

Table 25. Significant Correlations Among Program Factors

11.1 Extent of Public School Staff Support of the Intern's Involvement in the Community Component

.59 Percent of Black Interns (1.2)

-.67 Percent of White Interns (1.3)

.47 Project is an Undergraduate Project (1.6)

.46 Number of Previous Cycles of Teacher Corps (1.8)

.43 Extent of Low-Income/Minority Focus in Regular School of Education Program (2.3)

-.63 Percent of Low-Income Pupils in District (3.2)

.52 Number of Credits and Percent of Credits Outside of School of Education (6.2)

.48 Amount of Simulation/Feedback Training Used (7.2)

.57 Extent That Intern Feels Accepted Within Project (8.1)

.49 Percent of Chicano Pupils and Staff in Public School (10.3)

11.2 Extent and Perceived Helpfulness of Supervision in the Community Component

.51 Percent of Chicano Interns (1.1)

-.57 Percent of White Interns (1.3)

.50 Project is an Undergraduate Project (1.6)

-.53 Project's Perception of Extent of Goal Similarity and Cooperation with School of Education (2.4)

.52 Number of Credits and Percent of Credits Outside of School of Education (6.2)

-.47 Percent of White Pupils and Staff in Public School (10.1)

11.3 Extent of University Involvement in Community Component

None

Table 25. (Continued)

11.4 Hours Per Week and Diversity of Community Component

-.61	Total Enrollment at IHE (2.6)
-.48	Per-Pupil Expenditure in District (3.3)
-.46	Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups (5.3)
.60	Intern Selection Procedure: Communication is Formal; Selection Process is Narrow-Based; Criteria Academic Ability (5.5)
.45	Intern on Teaching Team Where Team Leader is Master Teacher; School Environment Allows Interns to Bring About Change Outside Their Classroom (9.2)

11.5 Variety of Groups and Agencies Involved in Supervision of Community Component

-.54	Number of Previous Cycles of Teacher Corps (1.8)
-.61	Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based; Criteria: Potential Ability, Language Ability, Personality (5.1)

Table 26. Significant Correlations Among Program Factors

Category 12. The Evaluation Process Within the Project

12.1 Comprehensiveness of Project Evaluation

.50 Team Leader/Intern Ratio (1.5)

.51 Variety of Groups and Methods were Used in Specifying Competencies (7.1)

-.47 Competencies were Used in Training Interns (7.3)

.47 Extent that Intern Feels Accepted within Project (8.1)

-.49 Percent of Chicano Pupils and Staff in Public School (10.3)

.47 Extent and Perceived Helpfulness of Supervision in the Community Component (11.2)

.45 Extent of Cooperative Decision-Making as Seen by Project Staff (14.5)

12.2 Variety of Data Collection Methods Used in Conducting Project Evaluation

.55 Positive Attitude of School of Education Toward Teacher Corps (2.2)

.47 Intern Feels He/She can be Self-directed (8.2)

.44 Percent of Black Staff in Public School (10.6)

-.46 Extent of Cooperative Decision-Making at Project as Seen by Principal (14.2)

12.3 Variety of Role Groups that Gather Data and Use the Evaluation

-.52 Dollar Expenditure per Intern (1.4)

.46 Staff Perceives Reading Failure as Due to Teacher (4.11)

.49 Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision (9.1)

-.49 Many Role Groups Involved in Selection of Cooperating Teacher (9.3)

.48 Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts (10.2)

Table 27. Significant Correlations Among Program Factors

Category 13. The Programmatic Continuity Within the Project

13.1 Length of Teacher Corps Program at this University

.68 Number of Previous Cycles of Teacher Corps (1.8)

.48 Positive Attitude of School of Education Toward Teacher Corps (2.2)

.47 Number of Pupils per District (3.1)

.49 Amount of Simulation/Feedback Training Used (7.2)

.45 Extent That Intern Feels Accepted Within Project (8.1)

.54 Intern Feels He/She Can be Self-directed (8.2)

13.2 Extent to Which Goals are Known and Shared by Project Staff

.43 Intern Feels He/She Can be Self-directed (8.2)

.56 Percent of White Pupils and Staff in Public School (10.1)

13.3 Follow-up of Academic Instruction in School Setting

-.46 Intern Selection Procedure: Academic Requirements were Waived (5.4)

.57 Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals (9.4)

.44 Extent of Cooperative Decision-Making at Project as Seen Seen by Principal (14.2)

13.4 University Professor's Knowledge of Overall Instruction Given Interns

None

Table 28. Significant Correlations Among Program Factors

Category 14. The Stability and Decision-Making Processes of the Project

14.1 Extent of Discontinuity of Project Staffing

.47 Dollar Expenditure per Intern (1.4)

-.55 Total Enrollment at IHE (2.6)

-.50 Intern Chooses Elective Courses but Isn't Accepted or In Contact with Project Staff (8.3)

-.57 Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals (9.4)

14.2 Extent of Cooperative Decision-Making at Project as Seen by Principal

-.44 Total Enrollment at IHE (2.6)

-.50 Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting (9.6)

.45 Follow-up of Academic Instruction in School Setting (13.3)

14.3 Extent of Cooperative Decision-Making as Seen by Project Staff

.48 Extent of Low Income/Minority Focus in Regular School of Education Program (2.3)

.47 Extent of Curriculum Expansion and Development in School as a Result of Teacher Corps (10.4)

14.4 Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role

.46 Percent of Black Interns (1.2)

.48 Positive Attitude of School of Education Toward Teacher Corps (2.2)

.48 Variety of Groups and Agencies Involved in Supervision of Community Component (11.5)

-.62 Length of Teacher Corps Program at this University (13.1)

Table 28. (Continued)

Category 14. The Stability and Decision Making Processes of the Project

14.5 Extent of Cooperative Decision-Making as Seen by Project Staff

-.69	Percent of Minority Group Professors in School of Education (2.1)
.51	Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based; Criteria: Potential Ability, Language Ability, Personality (5.1)
-.55	Competencies were Used in Training Interns (7.3)

b. Discussion of the Most Important Program Factor Correlations

Recall that all of the correlations described on the previous pages were significant at the .05 level. The first significant correlations to be discussed involve the following factors: sex and ethnic background of interns and graduate vs. under-graduate projects. As shown in Table 16, more blacks and chicanos are in undergraduate projects than are in graduate projects, while more whites are in graduate than undergraduate projects. By far the largest number in a given category is black females, and almost twice as many black females are in undergraduate projects as are in graduate projects.

Table 29. Distribution of Male and Female Interns in Graduate and Undergraduate Projects, by Ethnicity

Ethnicity	Undergraduate	Graduate	Total
Males:			
Black	55	36	91
Chicano	37	29	66
White	26	85	111
Other	13	11	24
Females:			
Black	129	74	203
Chicano	28	14	42
White	42	70	112
Other	13	6	20

In the early cycles of Teacher Corps, projects were primarily graduate projects that trained white interns. Minority-group college graduates were difficult to recruit, probably because these graduates had unusual opportunities for advanced study or for interesting careers such as law. Undergraduate programs were instituted to attract and meet the needs of minority-group interns. While the percent of minority-group interns across projects has increased considerably in the last few years, whites remain clustered in graduate programs.

Another interesting relationship shows that the percent of minority group professors in the School of Education has a negative correlation with the extent of cooperative decision-making as seen by the project staff (14.5). At first we thought that minority group professors might be found in large cities or large universities, where it might be difficult to have frequent meetings and cooperative efforts; we found that this was not so. The occurrence of large numbers of minority professors is not a function of a geographic area or university's size. There may be something about minority professors--they may be new or feel uncomfortable in a public school setting, or place a higher emphasis on their career goals--that would make them less cooperative, but we do not have data to support this.

Projects where the school of education had a positive attitude toward Teacher Corps (2.2) showed a high correlation with the number of years that a Teacher Corps program was conducted at the university (13.1). Here, we see that, rather than becoming stale or uninteresting, Teacher Corps projects tend to become more accepted and appreciated as time goes on. Where the school of education had this positive attitude, however, cooperating teachers were seen to have a low level of participation in the design of the program and agreement with its goals (9.4). This is a disappointing finding in light of attempts by Teacher Corps projects to promote joint decision-making.

The number of pupils per district (3.1) correlated negatively (-.47) with variable 9.2, that is, when there were large numbers of pupils in a school district, interns were not likely to be in a team teaching situation where the team leader is the master teacher. And most important, in such a school district, interns worked in school environments that did

not allow them to bring about change outside of their classrooms (9.2). This is an important finding, particularly for those interested in the use of pre-service teacher education as a strategy in bringing about comprehensive school reform. It is possible that the larger school districts put high work loads on their personnel, and team leaders find it difficult to do much more than coordinate the intern's work. It is also possible that larger districts tend not to deal extensively with school reform and do not encourage Teacher Corps programs to promote it.

Interestingly, where there was a high percent of low-income pupils in the district (3.2), there was a very low level of school staff support of the interns' involvement in the community (11.1). This seems regrettable, because the need for an active community program is great in low-income areas. The correlation may be explained as occurring in large schools in large urban areas, where there is a lot of administrative work and little time for community participation.

In Category 4, characteristics of the training staff(4.1, 4.2, and 4.3) were of special interest. These three dealt with the percent of team leaders in Teacher Corps projects. Where there were black team leaders there tended to be a large number of chicano interns; and conversely, where there were chicano team leaders there were large numbers of black interns. White team leaders, however, tended to be matched with large numbers of white interns. It is possible, in the first two cases, that the project was attempting to even the racial balance of teachers in the district by selecting interns of ethnic backgrounds not already well represented. We don't know whether the projects where white team leaders were matched with white interns were those projects having a predominance of white interns.

The staff's explanations of poverty provide some important correlations. Staffs that explain poverty as being due to structural problems in society (4.13) have a low proportion of Teacher Corps credits taught by chicano instructors, yet this factor did not show a correlation with explanations for reading failure. Where staffs explained poverty as a problem with the individual or fate (4.14), they also perceived reading failure as being due to problems with the individual student or his environment (4.12). The relationship is diagrammed in Figure 6.

Explanations of Poverty in Society		Explanations of Poor Reading Ability Among Some Pupils
1. Structural in Society (e.g., no jobs available)	Strong positive correlation ⟷	1. Teacher is at Fault (e.g., he/she didn't teach reading skills very well)
-or-		-or-
2. Individualistic (e.g., poor people don't try very hard)	Strong positive correlation ⟷	2. Pupil is at Fault (e.g., pupil didn't work hard enough)

Figure 6. Relationships in Staff Attitudes About Poverty and Poor Readers

*The arrow indicates a significant positive relationship.

Among interns, this same pattern of attitudes was found. In addition, a strong positive relationship existed between structural explanations of poverty and perceiving the teacher as the focus of the difficulty when a child fails to read. Blaming the individual for poverty and the child for reading failure is, in both cases, attributing the cause of the problem to the victim. Blaming the teacher and structural factors in the society is, in both cases, attributing the problem to a systematic force outside the individual affected. Persons who tend to see reading failure and poverty as a function of luck also tend to see these problems as a function of the victim.

In the recruitment and selection of interns, there are some important findings. Where intern selection procedures focus on personality, background experience, and ethnic and cultural considerations (5.2), interns tend to feel accepted within the project (8.1). This selection procedure includes both formal and informal communication and might be thought of as an approach to intern selection that is balanced.

On the other hand, where intern selection procedures included a number of strategies to contact groups that were considered difficult to reach (5.3), interns lacked a feeling that they could be self-directed (8.2). This appears to demonstrate that although certain projects went to great lengths to find their interns, they did not follow through in allowing the interns sufficient freedom to be self directed.

Category 6 factors reveal an unexpected correlation: the extent of course revision for the Teacher Corps training (6.1) was found to have a negative correlation with the number of previous cycles of Teacher Corps (1.8). That is, where there was extensive course revision, there were few (or no) previous cycles of the program at that university. Extent of revision pertains to revision over previous as well as current cycles of Teacher Corps at a site.

We would have expected the longer-running programs to have a higher degree of course revision than the newer ones. Perhaps newer programs are attempting to be more experimental and innovative and are trying out many different approaches and techniques, while the "older" programs are adhering to a more traditional or long-established curriculum.

Where teacher competencies are used in the program, some interesting correlations can be found. In some projects, a variety of groups and methods were used in specifying competencies (7.1) These projects showed a high degree of participation in the overall program by cooperating teachers (9.4) and with interns' exposure to innovative teaching and interns' feeling of support by the school staff. This combination of factors depicts an effective program, where competencies are used and are defined fairly carefully and thoroughly; where cooperating teachers are involved and in support of the program (and, thus, in a good position to help the intern develop competencies); and where the intern learns innovative teaching methods and has the support of the school staff in his work.

At the same time, where competencies are used in training interns, interns do not feel that they can be self-directed (8.2), and they do not tend to operate as independent teachers with the cooperating teacher providing supervisory support (9.6). This suggests that, while teachers may have training in certain competencies, their training either does not give them the confidence to operate independently or is construed by interns to be confining and restrictive.

In factors related to the degree of personalization of the program, an important factor was the extent that the intern feels accepted within

the project (8.1). It was found that interns felt accepted in projects where personality, background experiences, ethnic and cultural conditions were emphasized in the selection procedure (5.2). It is likely that this occurred because a project's concern with the personal and cultural background of the interns reflected an attitude to which interns reacted positively.

It was shown that an intern feels most accepted within the project when his team leader and cooperating teacher have similar views regarding goals of Teacher Corps, curriculum development and supervision (9.1). This is probably true because the intern spends a great deal of time in the cooperating school, and a sense of unity among the project staff would undoubtedly give the intern a stronger feeling of acceptance than he would feel in a more fragmented situation. Interns also felt accepted in projects that had been at the university for a long time. This was probably true because the projects were experienced and were seasoned units whose staff members had come to work well together.

An intern felt accepted when the public school staff supported his involvement in the community (11.1). This was an important finding because the intern spends a great deal of time on efforts to promote community participation at the school, and the support of the staff probably has a strong impact on the intern's feeling of acceptance.

An important factor in this category demonstrated that an intern can choose elective courses in some projects but still feel he is not accepted or in contact with project staff (8.3). It is apparent that elective courses alone are not the answer to promoting the degree of personalization in a project. Where the intern is given freedom to make his own choices, he also needs guidance and assistance from the staff.

At projects with a great number of chicano interns, the chicano interns did not appear to feel any more or less accepted in the public school setting than interns at any other project, but it was shown that acceptance in the public school (8.4) correlated negatively with percent of black interns (1.2). This is significant because black interns make up a good proportion of the total intern population, and it is important that they be able to work effectively in the public schools.

An intern felt less accepted in the public school setting where there was a strong low-income/minority focus in the regular school of education program (2.3). This would seem to indicate that the low-income/minority focus of the regular school of education was in some way working against the intern in the public schools, perhaps by focusing on curriculum content rather than on interaction. It may also be true that the low-income/minority focus was seen in schools in large metropolitan areas where large, overcrowded schools might appear cold, formidable, bureaucratic institutions to the interns.

In terms of the practicum experience on interns in the public school setting, an important factor was the extent that the cooperating teacher participates in the overall design of the project. It was shown that in projects where the cooperating teachers participated in the overall project design they did follow up on academic instruction in the school setting. It is likely that involving the cooperating teachers in the projects encouraged them to be more concerned with the intern's progress in the public school classroom, and gave them a clear enough picture of the intern's activities to follow up with appropriate classroom work.

Where the cooperating teacher did participate in the overall design, it was shown that there was not a great deal of turnover in project staff (-.57). This suggests that the staff was a unified group that worked well together and, feeling satisfaction with this good working relationship did not wish to leave their jobs.

A final important correlation in the practicum-experience category shows that, where the team leaders operated as master teachers (9.2), the intern tended to be exposed to innovative teaching methods and to feel support by the school staff in his efforts (10.2). Here, we can hypothesize that the strong leadership and experience of the team leader influenced the school staff to be supportive of the intern's teaching and other activities. It also can be assumed that the team leader-master teacher encouraged the use of innovative methods among staff members. It is possible that the team leader was the one providing this display of innovative teaching for the intern.

In the factors describing other characteristics of the school setting in which the intern works, an important factor to recognize is the extent of exposure of the intern to innovative teaching and the intern's sense that school staff support his efforts (10.2). This correlates highly (.57) with the

similarity of views between the team leader and the cooperating teacher. This correlation suggests that the sharing of similar views by the cooperating teacher and team leader helped to create a base for the demonstration of innovative teaching and that they acted together as his advocates in gaining support for him from the rest of the staff.

The extent to which the intern was exposed to innovative teaching and felt the school staff supported his efforts also correlated highly with the intern being on a team where the team leader was master teacher and the school environment allowed the intern to bring about change outside of his classroom (9.2). This correlation implies that the team leader as master teacher provided innovative teaching experiences for the intern's observation and that the sense of supportiveness of the school staff was related to the school environment being open to change by the intern.

Finally, let us review some factors in isolation, to see what items loaded on a given factor. Three of these are of special interest because of the combination of items that they represent. Factor 8.1 portrays an intern who feels accepted by Teacher Corps staff, who receives sensitivity training and training in cross-cultural/ethnic awareness, and attends classes, seminars, etc. that are supportive of the intern's growth. These loadings show a combination of personal-growth features that provide the intern with a good feeling of acceptance in the project.

Several interesting items clustered together to form factor 8.2. These included the extent to which the intern feels he can be self-directed, the flexibility of the program, the extent to which the intern can choose the pace and order of his course work, and the intern's view that the Teacher Corps program supported his growth in some way. These items depict a self-directed intern who can plan and structure his courses and who receives good support from the project. Notice that an intern's sense of being self-directed and feeling accepted are not highly related.

Factor 9.2 shows a curious combination of items that might seem, at the outset, to be unrelated but that form an interesting factor. The items that loaded on this factor present the following picture:

- The team leader functions as a master teacher;
- The intern frequently asks the team leader for help;

- The school environment allows the intern to bring about change in the school;
- The Teacher Corps team is loosely structured, but with adequate planning;
- Simulation feedback training is a part of the intern's learning experience.

This factor can be said to represent a positive quality of program operation, where the program operates without undue formality; and the intern can look to the team leader as model, receives feedback on his work, and is free to seek advice and help from the team leader whenever he needs it.

Some other factors have equally interesting loadings, and the reader is referred to Volume III of this report for a complete listing of program factors and the items that loaded on each one.

3. Description of Exit Characteristics

a. Introduction to Exit Factors

This section presents a description of the categories of exit-variable factors. The intern exit variables, as discussed earlier, were derived from the eight training goals that are the focal points of a Teacher Corps program. These goals are derived from a purpose common to all Teacher Corps programs, i.e., to train effective and innovative teachers for the inner-city, rural,and primarily poor areas of the country. The goals were goals common to all or most of the Teacher Corps projects in the study.

The first category shows the extent of interns' involvement in the school and community. This includes the extent to which the intern involves parents in the classroom, the degree of teacher involvement with parents, and degree of intern involvement outside of classroom and school environment.

The emphasis of the second category is on the extent of cooperative decision making by interns as members of teaching teams and as teachers involving pupils in decision-making related to learning.

The third category focuses on the extent to which interns develop realistic and relevant curriculum materials and content for specific pupil populations. Factors include development of a sophisticated perspective for choosing curriculum materials and development of a rationale for changes actually made in the curriculum.

Category 4 is concerned with the extent to which interns develop high-quality affective relations with pupils. Here, we consider whether interns are able to develop positive rapport, to communicate with pupils, and to use appropriate classroom management techniques.

Teacher Corps interns have, as one of their most important training goals, learning to use competency-based instructional techniques with pupils: this is the focus of the fifth category. The factors included describe how interns diagnose the pupil's current learning state, whether they state objectives in behaviorial terms, how they design ways for children to learn at their own rate, and how they evaluate children against the specific objectives.

Teaching children to read while giving considerable concern to the pupil's reading attitudes as well as his reading skills is a major training goal and the subject of the sixth category.[1] What is important here is: the method and strategies interns use in teaching reading, the teacher staffing patterns, types of reading materials used, and organization of class--i.e., reading by entire class groups, or individual instruction. Other important considerations are: evaluation tools employed by the teacher; the native language of students in class and whether reading is taught as a separate subject or is integrated into the teaching of other subject areas.

Category 7 reflects a constellation of desirable attitudes that interns are expected to acquire.[1] While this is not a Teacher Corps training goal per se, and while intern selection may be the best explanation of these personality characteristics, there are attitudes that are influenced by Teacher Corps training and these are measured in this category.

The Teacher Corps program seeks to develop "realistic" and better-equipped teachers for the inner-city schools. Category 8 shows the extent to which interns develop a basic understanding of inner-city school problems and a sense of competence to deal with these problems. Included is the intern's perception for why some children do not read well. A closely related attitude is the intern's perceptions about the causes of poverty in American society.

As with the program factors, the correlations between exit factors are portrayed in the following table.

[1]These goals were not measured in Phase I because of the burden of time already placed on interns by this study.

Table 30. Significant Correlations Among Exit Factors

Training Goal 1: Utilization of School and Community Resources

1.1 Intern Utilizes School and Community Resources

.53 Intern Initiates Contact with Parents: Telephone Calls (1.3)

.56 Effective Pupil Diagnosis, Lesson Planning and Informal Authority (As Seen by Team Leader) (5.1)

1.2 Intern's Perception of Importance of Bringing About Change in School

-.57 Intern Initiates Contact with Parents: After School or Weekend Activities (1.6)

-.47 Child Initiating/Intern Responding Classroom Interaction (4.1)

1.3 Intern Initiates Contact with Parents: Telephone Calls

.53 Intern Utilizes School and Community Resources (1.1)

.45 Intern Initiates Contact with Parents: After School or Weekend Activities (1.6)

-.43 Intern Uses Broad Range of Resources in Preparing Lesson (3.2)

.57 Intern Accepts and Uses Student Ideas (4.2)

-.44 Extent that Informal Authority Structure is Used (Intern Report) (5.5)

1.4 Intern Initiates Contact with Parents: Home Visits

.44 Intern is Attentive to Children (4.4)

1.5 Intern Initiates Contact with Parents: Number of Hours

.58 Intern Feels Competent to Deal with Problems of Schools Serving Low-Income/Minority Group Children (7.1)

-.43 Intern Perceives Reading Failure as Due to Student and Environment (7.2)

Table 30. (Continued)

1.6 Intern Initiates Contact with Parents: After School or Weekend Activities

-.57	Intern's Perception of Importance of Bringing About Change In School (1.2)
.45	Intern Initiates Contact with Parents: Telephone Calls (1.3)
.47	Extent of Group Planning of Lesson (2.4)
-.54	Intern Uses Broad Range of Resources in Preparing Lesson (3.2)

Table 31. Significant Correlations Among Exit Factors

Training Goal 2. The Use of Cooperative Patterns of Decision-Making as Members of Teaching Teams and as Interns Involving Pupils in Learning Methods

2.1 Degree that Instructional Choices are Given to Pupils

.60 Intern Asks Open-Ended Questions, Attends to Response and Praises Child (4.3)

2.2 Introduction of Culturally Relevant Curriculum Materials

-.49 Instruction Follows Lesson Plan (2.3)

-.50 Children Can Explore Room and Select Work Group but without Teacher/Child Interaction (4.6)

-.46 Corrective Feedback (5.3)

.56 Extent of Attention to Academic Topics in Instruction (5.6)

.53 Intern Perceives Reading Failure as Due to Student and Environment (7.2)

2.3 Instruction Follows Lesson Plan

-.44 Intern Asks Open-Ended Questions, Attends to Response and Praises Child (4.3)

.46 Children Can Explore Room and Select Work Group but without Teacher-Child Interaction (4.6)

.63 Diversity of Instructional Modes Used in Classroom (5.2)

-.47 Effective Pupil Diagnosis and Lesson Planning (From Interview with Intern (5.4)

-.47 Extent that Intern Provides Different Learning Activities for Different Children (5.7)

-.45 Intern Perceives Reading Failure as Due to Student and Environment (7.2)

2.4 Extent of Group Planning of Lesson

.47 Intern Initiates Contact with Parents: After School or Weekend Activities (1.6)

-.48 Intern Uses Informal Authority Structure (2.5)

.49 Overall Ability to Relate to and Communicate with Pupils (4.7)

.47 Extent of Attention to Academic Topics in Instruction (5.6)

.51 Intern Perceives Poverty as Due to Individual or Fate (7.3)

Table 31. (Continued)

2.5 Intern Uses Informal Authority Structure

-.48 Extent of Group Planning of Lesson (2.4)
.46 Intern Uses Broad Range of Resources in Preparing Lesson (3.2)
-.46 Intern is Attentive to Children (4.4)
-.44 Overall Ability to Relate to and Communicate with Pupils(4.7)

2.6 Children Assigned Instructional Goal and Work in Groups

-.44 Intern is Attentive to Children (4.4)
-.51 Hours Per Week Teaching Reading (6.1)

Table 32. Significant Correlations Among Exit Factors

Training Goal 3. Development of Curriculum Materials and Content Realistic and Relevant to Minority Group Children

3.1 Introduction of Relevant New Curriculum

None

3.2 Intern Used Broad Range of Resources in Preparing Lesson

-.43 Intern Initiates Contact with Parents: Telephone Calls (1.3)

-.54 Intern Initiates Contact with Parents: After School or Weekend Activities (1.6)

.46 Intern Uses Informal Authority Structure (2.5)

-.45 Intern Accepts and Uses ~~Student~~ Ideas (4.2)

.47 Extent that Informal Authority Structure is Used (Intern Report) (5.5)

.60 Extent that Intern Provides Different Learning Activities for Different Children (5.7)

Table 33. Significant Correlations Among Exit Factors

Training Goal 4. Development of High-Quality Affective Relations with Pupils

4.1 Child Initiating/Intern Responding; Classroom Interaction

-.47 Intern's Perception of Importance of Bringing About Change in School (1.2)

4.2 Intern Accepts and Uses Student Ideas

.57 Intern Initiates Contact with Parents: Telephone Calls (1.3)

-.45 Intern Uses Broad Range of Resources in Preparing Lesson (3.2)

.50 Children Can Explore Room and Select Work Group but without Teacher-Child Interaction (4.6)

-.46 Effective Pupil Diagnosis and Lesson Planning (From Interview with Intern) (5.4)

-.56 Extent that Intern Provides Different Learning Activities for Different Children (5.7)

4.3 Intern Asks Open-Ended Questions, Attends to Response and Praises Child

.60 Degree that Instructional Choices are Given to Pupils (2.1)

-.44 Instruction Follows Lesson Plan (2.3)

4.4 Intern is Attentive to Children

-.46 Intern Uses Informal Authority Structure (2.5)

-.44 Children Assigned Instructional Goal and Work in Groups (2.6)

4.5 Intern Gives Acknowledgement/Child Responding

(No significant correlations.)

Table 33. (Continued)

4.6 Children Can Explore Room and Select Work Group but without Teacher-Child Interaction

-.50 Introduction of Culturally Relevant Curriculum Materials (2.2)

.46 Instruction Follows Lesson Plan (2.3)

.50 Intern Accepts and Uses Student Ideas (4.2)

.43 Corrective Feedback (5.3)

.52 Extent of Attention to Academic Topics in Instruction (5.6)

4.7 Overall Ability to Relate to and Communicate with Pupils

.49 Extent of Group Planning of Lesson (2.4)

-.44 Intern Uses Informal Authority Structure (2.5)

-.53 Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society (7.4)

Table 34. Significant Correlations Among Exit Factors

Training Goal 5. The Use of Competency-Based Instructional Techniques with Pupils

5.1 Effective Pupil Diagnosis, Lesson Planning and Informal Authority (As Seen by Team Leader)

.56 Intern Utilizes School and Community Resources (1.1)

5.2 Diversity of Instructional Modes Used in Classroom

.63 Instruction Follows Lesson Plan (2.3)

-.56 Effective Pupil Diagnosis and Lesson Planning (From Interview with Intern) (5.4)

-.56 Intern Feels Competent to Deal with Problems of Schools Serving Low Income/Minority Group Children (7.1)

5.3 Corrective Feedback

-.46 Introduction of Culturally Relevant Curriculum Materials (2.2)

.43 Children Can Explore Room and Select Work Group but without Teacher-Child Interaction (4.6)

.62 Extent of Attention to Academic Topics in Instruction (5.6)

5.4 Effective Pupil Diagnosis and Lesson Planning (From Interview with Intern)

-.47 Instruction Follows Lesson Plan (2.3)

-.46 Intern Accepts and Uses Student Ideas (4.2)

-.56 Diversity of Instructional Modes Used in Classroom (5.2)

.45 Extent that Intern Provides Different Learning Activities for Different Children (5.7)

.51 Intern Feels Competent to Deal with Problems of Schools Serving Low-Income/Minority Group Children (7.1)

Table 34. (Continued)

5.5 Extent that Informal Authority Structure is Used (Intern Report)

-.44	Intern Initiates Contact with Parents: Telephone Calls (1.3)
.47	Intern Uses Broad Range of Resources in Preparing Lesson (3.2)
.48	Extent that Intern Provides Different Learning Activities for Different Children (5.7)

5.6 Extent of Attention to Academic Topics in Instruction

-.56	Introduction of Culturally Relevant Curriculum Materials (2.2)
.47	Extent of Group Planning of Lesson (2.4)
.52	Children Can Explore Room and Select Work Group but without Teacher-Child Interaction (4.6)
.51	Intern Perceives Poverty as Due to Individual or Fate (7.3)

5.7 Extent that Intern Provides Different Learning Activities for Different Children

-.47	Instruction Follows Lesson Plan (2.3)
.60	Intern Uses Broad Range of Resources in Preparing Lesson (3.2)
-.56	Intern Accepts and Uses Student Ideas (4.2)
.45	Effective Pupil Diagnosis and Lesson Planning (Interview with Intern) (5.4)
.48	Extent that Informal Authority Structure is Used (Intern Report) (5.5)
.53	Intern Perceives Reading Failure as Due to Student and Environment (7.2)
.56	Intern Perceives Poverty as Due to Individual or Fate (7.3)

Table 35. Significant Correlations Among Exit Factors

Training Goal 6. Teaching Reading with Concern for Pupil's Reading Attitudes as Well as Reading Skills

6.1 Hours per Week Teaching Reading

-.51 Children Assigned Instructional Goal and Work in Groups (2.6)

Table 36. Significant Correlations Among Exit Factors

Training Goal 7. Intern's Explanations of Poverty and Failure to Read as Well as Perceived Competence in Dealing with Problems of Teaching in the Inner-City

7.1 Intern Feels Competent to Deal with Problems of Schools Serving Low-Income/Minority Group Children

.58 Intern Initiates Contact with Parents: Number of Hours (1.5)

-.56 Diversity of Instructional Modes Used in Classroom (5.2)

.51 Effective Pupil Diagnosis, Lesson Planning (Interview with Intern) (5.4)

7.2 Intern Perceives Reading Failure as Due to Student and Environment

-.43 Intern Initiates Contact with Parents: Number of Hours (1.5)

.53 Introduction of Culturally Relevant Curriculum Materials (2.2)

-.45 Instruction Follows Lesson Plan (2.3)

.53 Extent that Intern Provides Different Learning Activities for Different Children (5.7)

7.3 Intern Perceives Poverty as Due to Individual or Fate

.51 Extent of Group Planning of Lesson (2.4)

.51 Extent of Attention to Academic Topics in Instruction (5.6)

.56 Extent that Intern Provides Different Learning Activities for Different Children (5.7)

7.4 Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in Society

-.53 Overall Ability to Relate to and Communicate with Pupils (4.7)

b. Discussion of the Most Important Exit Factor Correlations

Teachers who use school and community resources (1.1) are shown to be teachers who frequently initiate calls to parents (1.3) and who communicate with parents regarding after-school or weekend activities. These correlations portray a teacher who goes beyond the regular classroom activities to involve parents in the learning of the children and in the school's activities, and who attempts to enrich the education process by incorporating different resources into his lessons.

Interestingly, interns who see the importance of bringing about change in school (1.2) tend not to initiate contact with parents in connection with after-school or weekend activities (1.6), which may indicate that they want to focus on change within the school and to play down their contacts with parents. At the same time, however, these interns do not have good interaction in the classroom (child-initiating/intern responding) (4.1). Possibly, they would like to see change in the school but do not realize the importance of creating an exciting learning situation in their own classroom. Another possible explanation is that the interns work in a confining school structure where they are unable to relate to students as they want to. That is, the structure within which they work may be the reason that they cannot communicate effectively, rather than a lack of ability on their part.

Interns who devote a lot of time to initiating contacts with parents (1.5) are shown to feel competent in dealing with problems of schools serving low-income/minority group children. It may be necessary in these types of schools, for interns to feel competent in dealing with school problems before they undertake extensive efforts to deal with their pupils' parents.

We see that interns who give their pupils a choice in the kinds of instruction they will receive (2.1) are interns who are praising of the children and responsive to them. This is important because a child who is given freedom to select his courses of instruction will benefit more from that instruction if the teacher follows up his chosen activity with individual attention and help, rather than leaving him to himself.

It is surprising that interns who are reported to have ranked high in the introduction and use of culturally (ethnic) relevant curriculum materials (2.2) ranked low in the attention to academic topics (5.6) and in the use of corrective feedback (5.3). This non-academic focus may be a function of the intern's perceived need to stimulate and interest the class in some way, even if it is at the expense of academic learning.

Interns who tend to follow a lesson plan (2.3) are shown to use a diversity of instructional modes (5.2) and to allow children to explore the room and select a work group (without teacher-child interaction). By "instructional modes" is meant such techniques as lectures, group discussions, use of audio-visual materials, etc. It is likely that the use of different instructional techniques and work groups is most effectively achieved by an intern whose lessons are well planned.

Unfortunately, these same interns do not show the responsiveness to pupils (4.3) as was shown with interns who use culturally relevant materials.

The factor illustrating the use of an informal authority structure is interesting to study. We might expect that an intern who conducted the class in a fairly informal manner--that is, without rows of desks and other formal kinds of restrictions (2.5)--would be attentive to children (4.4) and able to relate well to them (4.7), but we find that the reverse is true. It may be that the use of an informal structure is not always an attempt to make the learning situation more pleasant but is, rather, indicative of the intern's inability to control the class effectively and to communicate well.

Some correlations in the category dealing with the development of high-quality affective relations with pupils are intriguing in revealing classroom styles. Interns who use student ideas (4.2) tend not to use a broad range of resources in lesson-planning (3.2). Presumably, they rely partially on their students for help in creating the lesson. These interns do not provide different learning activities for different children (5.7), but let them explore the room and select their own work groups.

We also see that interns who are responsive to the students and praising of them (4.3) tend to give pupils choices in the instruction that they will receive. These same interns tend not to follow lesson plans (2.3).

In both cases--for those interns who rank high in using students' ideas and for those who are responsive to students--lesson-planning is not a strong feature of the intern's approach; rather than plan each lesson ahead of time, these interns seem to rely on the pupils' ideas and preferences in conducting the lesson, allowing them to help in selecting what is studied and to present ideas for discussion. Interns who allow students to move about and freely select their work group do tend to follow lesson plans (2.3). These interns focus on academic instruction (5.6), and do not show a practice of using culturally relevant materials.

This hypothesis is supported by the correlations of factor 5.3, which describes the use of corrective feedback. The factor has a negative correlation with the introduction of culturally relevant curriculum materials, and a positive correlation with attention to academic topics.

The correlations are beginning to reveal a picture of roughly two types of interns: one uses ethnic materials to stimulate his class, does not tend to use corrective feedback, and does not tend to follow a lesson plan. The other tends to have a more academic focus, allowing children to select work groups but without teacher-child interaction, allowing the group to help develop the lesson, and using corrective feedback. We might describe these two types of interns in a chart:

Type A	Type B
• Introduces culturally relevant materials;	• Focuses on academic topics;
• Does not follow lesson plan;	• Allows students to move about and select work groups;
• Does not use corrective feedback	• Has group lesson-planning;
• Does not allow children to explore room and select work group	• Uses corrective feedback

(Note that not all factors have high correlations, but these basically represent two clusters of interns.)

We note that the latter type of intern--the intern who has an academic focus--tends to perceive poverty as due to the individual or to fate. These interns may be holding a view that it is the individual's duty to educate himself and elevate himself, and those who don't remain poor because of their own failure to recognize and improve their condition.

Finally, it is interesting to note several correlations related to interns' perceptions about why some children have reading difficulties. Interns who perceive reading difficulties in pupils as being due to the pupil himself or to the pupil's home environment are the interns who also introduced culturally relevant curriculum materials in their classrooms and provided different learning activities for different children. It may be that these interns see cultural differences in children as handicaps which the child must overcome if he/she is to read well. It may be, however, simply a recognition on the part of the intern of the great gap between the curriculum of the school and the real, legitimate world of the child.

Interns who see pupils' reading difficulties as being, in good part, due to the teacher also show an overall ability to relate to and communicate with pupils. Their is no indication that these interns use different technical skills as teachers; they just communicate better with pupils than do interns who perceive reading difficulties as due to pupils' efforts or lack of efforts. It should be pointed out that both sets of intern perceptions about reading difficulties in pupils are correlated with positive, progressive, yet different instructional strategies.

B. Analytic Findings

The relationship of intern background characteristics, Teacher Corps program characteristics and intern exit skills was studied using the analysis procedures identified in Section IIIB. The findings are organized below under five research questions. For the convenience of the reader, a less technical summary of the findings are presented in Section VI of this volume. Volume III of this report contains additional technical data related to the analysis discussed below.

Question a: Are there any important trends in the program or background factors that are most associated with exit factors?

As described in Chapter III, Section B, a canonical correlation created linear combinations of background, program, and exit factors. There were ten linear combinations found that correlated at the .50 level or above. The background factors included such information as socioeconomic status, previous experience in teaching children, educational level reached, and other information. (Note that ethnic background was not included as one of the background factors in this discussion: ethnic group was treated as nominal data that cannot be measured along a scale. More will be discussed about the relationship of ethnic background to exit factors later in this section.) The program factors have been discussed previously and a list is included in Chapter II. Nineteen factors loaded on one or several of the linear correlations. These are listed in Figure 7.

The correlations yielded some results that are useful and surprising. First, all of the factors were program factors. That is, none of the background factors were highly related to the exit factors. This is very important, because it reveals that none of the background experiences or characteristics (excluding ethnic background) had an impact on the intern's exit characteristics; all of the impact came from the intern's program experience.

Moreover, it is interesting to look at the 19 significant factors in terms of which program categories they represent. Category 3 showed no correlations with exit factors. This category deals with characteristics of the school district, and the lack of correlations suggests that the size

of the district, SES of the pupils, and expenditures do not impact on the interns' ability to perform well. Nor did the intern selection process (Category 5) have a significant impact on the exit factors. This is surprising, because a number of different and carefully studied techniques were used in selecting interns. Some programs stressed academic ability, while others focused on interns' background experiences, ethnic and cultural experiences, and personality. We would expect some of these factors to have a profound impact on the Teacher Corps graduates, but no correlations are seen to suggest that the methods and criteria used in selection have a significant effect.

PF 1.5	Team Leader/Intern Ratio
PF 2.1	Percent of Minority Group Professors in School of Education
PF 2.4	Project's Perception of Extent of Goal Similarity and Cooperation with School of Education
PF 4.2	Percent of Chicano Team Leaders
PF 4.9	Intern Learned Most from Project Director
PF 6.1	Extent of Course Revision for Teacher Corps Training
PF 8.2	Intern Feels He Can Be Self-Directed
PF 9.1	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision
PF 9.5	Amount of Clinical Supervision Given to Intern
PF11.1	Extent of Public School Staff Support of the Intern's Involvement in the Community Component
PF11.3	Extent of University Involvement in Community Component
PF11.4	Hours Per Week and Diversity of Community Component
PF13.2	Extent to Which Goals are Known and Shared by Project Staff
PF13.3	Extent of University Involvement in Community Component
PF13.4	University Professor's Knowledge of Overall Instruction Given Interns
PF14.1	Extent of Discontinuity of Project Staffing
PF14.2	Extent of Cooperative Decision-Making at Project as Seen by Principal
PF14.4	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role
PF14.5	Extent of Cooperative Decision-Making as Seen by Project Staff

Figure 7. Program Factors that were Correlated With At Least One Intern Exit Factor

The use of competencies in teacher training has been suggested as one of the important features of some Teacher Corps programs. Here, again, this category of factors (Category 7) showed no correlation with exit variables. This may suggest that the use of competencies is not as useful as was once thought in preparing teachers. This finding is most significant in light of recent emphasis being placed on competency-based education. It may also mean that this aspect of CBTE has not been fully developed at these sites.

Two other categories of program variables showed no high loadings on the linear combinations: these were characteristics of the school setting in which the intern works (Category 10), and the evaluation process within the project (Category 12). Again, these findings are somewhat unexpected. In the first case, the category includes such factors as the extent of the intern's exposure to innovative teaching and the intern's sense that the school staff supports his efforts, the extent of curriculum expansion as a result of Teacher Corps, and the amount of reported implementation of portal schools. It is possible that the interns were sufficiently motivated by their learning and teaching experiences that the conditions within the school were not of sufficient importance to have an impact on them.

The lack of correlation of factors in the evaluation category is less surprising, although it should be noted. Where project evaluation is a strong component of a project, one would expect that the project staff would see the project's strengths and weaknesses and make improvements and changes where they appeared to be necessary, but these changes may not have an impact on the intern because they would come too late to affect his learning experience. It may also be that so few resources were devoted to evaluation that differences in evaluation were not substantially profound.

Three program categories had at least three factors that were related to exit factors. Let us review these three categories. The first relates to the intern's involvement in the community component (Category 11). Three factors in this category were found to be significant. This is interesting because Teacher Corps projects place great stress on the community component and on the need for the intern to spend a sizeable

amount of time working in the community. Because the intern is encouraged to make this an important part of his learning and working activity, it is rewarding to see that these activities have an impact on the intern's exit characteristics.

The category dealing with the programmatic continuity within the project (Category 13) was also important in terms of intern exit factors. In this category were factors that show the extent of cooperation and goal-sharing among those who are working with the project. We see here that it is, indeed, important that there be continuity within a project. This continuity is achieved when the goals are known and shared by project staff and when the academic instruction is followed up in the school setting. We saw earlier that factors in this category had a strong correlation with other important program factors, such as the feeling of self-followup of academic instruction in the school setting have important bearings on the intern's success as a teacher.

The last of the three categories pertains to project stability and the extent of cooperative decision-making at the project. Project stability refers to the lack of turnover of project staff and staff in key positions in cooperating institutions. It also refers to the continuity of relationships with cooperating schools and school districts.

What is important to note here is that, rather than skill-based factors, such as the use of competencies or project context characteristics, such as characteristics of the school or the school district, the factors that were most correlated with exit factors were those that related to more personalized matters--intra-project cooperation, community work, and project cohesiveness, plus a few factors from other categories. In other words, the characteristics of the project itself, rather than external conditions, seem to have the strongest impact on the exit characteristics. What is important is the cohesiveness, personalization, and integration of the project.

Other factor correlations bear this out. The ratio of team leaders to interns (1.5) is one of these. The percent of minority-group professors (2.1) had a high correlation, as did the project's perception of the extent of goal similarity and cooperation with the school of education. The extent

of course revision (8.1) had an impact; another factor was the extent to which the intern felt he could be self-directed, choose his learning pace, and select his course order (8.2). Similarity of views between team leader and cooperating teacher (9.1) was also significant, as was the amount of supervision of the intern.

Thus, we see that the "personalization" factor and the cooperativeness and cohesion in the project are the factors that influence the intern's exit characteristics. External conditions such as school setting and selection procedures, and background factors such as age and experience, have no significant impact on the intern's exit behavior.

Question b: What is the strength of relationship between background and program factors as related to individual exit characteristics?

In this section we discuss the results of multiple linear regressions done on 22 selected intern exit characteristics. The aim of this work was to identify the number and name of program factors that could predict each of the exit characteristics at a high degree of accuracy. The results of the analysis are listed in Table 37. Note that, in this part of the analysis, we used all 28 background and program factors, rather than just the 19 used by the canonical correlations.

As the results show, only three exit characteristics could be predicted from program factors at an acceptable level of accuracy. These three are related to the intern's perceptions of the causes of poverty and reading failure (factors 7.2, 7.3, 7.4). None of the other exit characteristics could be predicted in this way.

Program factors that are related to exit factors 7.2, 7.3, and 7.4 were then examined. There were only a few program factors that had easily definable substantive relationship with any of the three exit factors.

Exit factor 7.4 pertains to the way that interns perceive reading failure and poverty. Interns who see reading failure as a teacher problem rather than a pupil or environmental problem and who see poverty as a structural problem in society rather than the fault of the individual have been in Teacher Corps programs that have common features. Four of the six program features describe the minority group and low-income focus of the project and its context. These factors are:

- PR4.2, Percent of Chicano Team Leaders
- PR2.1, Percent of Minority Group Professors in School of Education
- PR10.7, Percent of Public School Pupils That Qualify for Title III Funds
- PR10.6, Percent of Black Staff in Public School

Table 37. Summary of Results of Background and Program Regression on Selected Intern Exit Characteristics

Exit Characteristics		No. of Background or Program Factors That Loaded on These Exit Factors	Percent of the Variance Accounted for
1.1	Intern utilizes school and community resources	16	24% [1]
1.2	Intern's perception of importance of bringing about change in school	10	9% [1]
1.3	Intern initiates contact with parents: telephone call	14	17% [1]
1.4	Intern initiates contact with parents: home visits	15	20%
2.1	Degree that instructional choices are given to pupils	15	18%
2.2	Introduction of culturally relevant curriculum materials (team leader)	11	14%
3.1	Introduction of relevant new curriculum	18	23%
4.1	Child initiating/intern responding classroom interaction	11	11%
4.2	Intern accepts and uses student ideas	12	12%
4.3	Teacher asks open-ended questions, attends to response and praises child	17	30%
4.5	Intern gives acknowledgement/child responding	13	18%
4.6	Children can explore room and select work group but without teacher-child interaction	14	23%
4.7	Overall ability to relate to and communicate with pupils (team leader)	11	17%
5.1	Effective pupil diagnosis, lesson planning and informal authority (as seen by team leader)	9	23%
5.2	Diversity of instructional modes used in classroom	14	26%
5.3	Corrective feedback	13	20%
5.4	Effective pupil diagnosis and lesson planning (from interview with intern)	12	7%
5.5	Extent that informal authority structure is used (intern report)	15	20%
7.1	Intern feels competent to deal with problems of schools serving low-income/minority group children	14	15%
7.2	Intern perceives reading failure as due to student and environment	20	100%
7.3	Interns perceive poverty as due to individual or fate	21	100%
7.4	Intern perceives reading failure as due to teacher and poverty as due to structural problems in the society	19	99%

[1] The percents of variance explained by program factors indicates the strength of relationship between program factors and this exit factor. The higher the percentage, the stronger the relationship. We set "40%" as the minimum standard of acceptable strength of relationship.

The other two program factors that were highly related to this exit factor pertained to the programmatic integration of the project. These factors are the extent to which the goals are known and shared by project staff and the extent of university involvement in the community component.

We note that factor 7.4 relates to only one factor in category 4: Percent of Chicano Team Leaders. This is surprising, since those two factors from category 4 contain the same information as is in factor 7.4. Apparently, views held about these issues by project staff are not transmitted to interns.

Question c: Are the strengths of relationship between background and program factors related to exit characteristics different for black, chicano, and white interns?

We next reviewed the relationships between program and exit factors for the three separate ethnic groups of interns: chicanos, blacks, and whites. We selected one exit factor from each of the six teacher training goals used by the projects. The selected exit factors are:

- EX1.2 Intern's Perception of Importance of Bringing About Change in School
- EX2.1 Degree that Instructional Choices are Given to Pupils
- EX3.1 Introduction of Relevant New Curriculum
- EX4.3 Intern Asks Open-Ended Questions, Attends to Response and Praises Child
- EX5.5 Extent that Informal Authority Structure is Used (Intern Report)
- EX7.4 Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

In general, the program and background factors are better able to predict the performance of chicano interns than of black interns. For chicanos, we found that three of the factors could be predicted with a fairly high level of accuracy. The first was factor 4.3, intern asks open-ended questions, attends to response, and praises child. The background program factors that loaded here were:

- PR1.5 Team Leader/Intern Ratio
- PR4.3 Percent of White Team Leaders
- PR13.3 Follow-up of Academic Instruction in School Setting

- BG1.2 Languages Spoken.
- PR14.2 Extent of Cooperative Decision-Making at Project as Seen by Principal.

These factors accounted for 47 percent of the variance. The fact that the team leader-intern ratio shows a relationship with this exit factor suggests that the team leader plays an important role in encouraging interns to establish a rapport and responsiveness with their class; the next program factor implies that white team leaders tend to be more encouraging of this teaching style than are other team leaders.

We note that languages spoken is related to this factor. Evidently, the teacher who can converse in the languages spoken by his or her students has a better chance at establishing rapport with the students, although this is probably associated here with chicano interns, relating to many of whom naturally speak more than one language. The factors "follow-up of academic instruction" and the "extent of cooperative decision-making" are not less easily explained, but are plausible predictors of this exit factor.

The second exit factor that can be predicted for chicano interns is exit factor 5.5 which is the extent to which the intern uses an informal classroom structure. Six program and background factors were shown to predict this category, explaining 44 percent of variance. These were:

- PR4.9 Intern Learned Most from Project Director
- BG1.2 Languages Spoken
- BG1.1 Intern is Female From Well-Educated Urban Family
- PR1.5 Team Leader/Intern Ratio
- PR13.2 Extent to Which Goals are Known and Shared by Project Staff
- PR4.7 Years Team Leader has Taught Low-Income Children

Several factors here are important: the emphasis on language ability; the fact that the interns who used informal classroom structure learned most from the project director; and the two factors related to the team leader. Evidently, the project director sees the benefits of a teaching style that dispenses with old classroom formality, with desks in rows, etc. Then too, these team leaders, having experiences in teaching low-income children, must share that view. The extent of goal sharing is also important, in that it suggests a commonality of views that produces interns who have the ability and interest to conduct class in a non-rigid manner.

The final exit factor that we will discuss in terms of chicano interns is 7.4, interns perceive reading failure as due to teacher and poverty as due to structural problems in society. Four program factors were found to account for a 94 percent variance in predicting this factor:

- PR14.5 Extent of Cooperative Decision-Making as Seen by Project Staff
- PR4.7 Proportion of Teacher Corps Credits Taught by Chicano Instructors
- PR4.9 Intern Learned Most From Project Director
- PR9.5 Amount of Clinical Supervision Given Intern

First, we observe that PF4.11 (staff said reading problems due to teacher) and PF 4.13 (staff explains poverty as cultural problem in society): did not correlate with 7.4. We conclude that staff attitudes do not predict intern attitudes.

We also observe that, while none of these four factors seem directly related to interns' perceptions of reading failure and poverty, they point to what we might call "healthy" projects, where interns receive clinical supervision, there is cooperative decision-making, chicano instructors teach chicano interns, and the project director plays a strong role. We might conclude that these positive elements give interns a good perspective on understanding the causes of both reading difficulties and poverty.

For blacks, only one exit factor was predicted with a high degree of accuracy: factor 7.4, the one we have just discussed related to chicanos. Interestingly, the set of factors that were found to predict this factor for blacks (explaning 95 percent of variance) is almost totally different from the factors for chicanos on this exit factor: only 4.9 is found in both cases. They are:

- PR2.1 Percent of Minority Group Professors in School of Education
- PR4.2 Percent of Chicano Team Leaders
- PR4.9 Intern Learned Most From Project Director
- PR13.2 Extent to Which Goals are Known and Shared by Project Staff
- PR4.13 Staff Explains Poverty as Structural Problem in Society
- PR13.3 Follow-up of Academic Instruction in School Setting

Interestingly, percent of chicano team leaders was important here, but was not in predicting the same factor for chicano interns. And similar to the case of chicano interns, minority professors were important. It is also of interest that, for blacks as well as chicanos, the project director was shown to play a strong role.

Unlike chicanos, blacks show a tendency to have the same views as the staff, as we see in the presence of factor 4.13 as a predictor of this exit factor.

As with chicanos, other "healthy" project characteristics show up here: goals are known and shared by the staff, and academic instruction is followed up in the school setting. Again, these factors might be said to give the interns a good perspective on social problems in general, and reading and poverty difficulties in particular.

For white interns, three exit factors can be predicted with some accuracy. White interns are the only ones who are significantly influenced by program and background factors related to the extent that instructional choices are given to pupils. The most important program and background factors in developing this teaching skill are:

PR4.7 Years Team Leader Has Taught Low Income Children

BG1.1 Intern is a Female From a Well-Educated Urban Family

PR13.2 Extent to Which Goals are Known and Shared by Project Staff

PR1.5 Team Leader/Intern Ratio

The predictive power of these factors is only marginal. It took 16 factors, of which the factors above were most important, to explain 40 percent of the variance. The factors listed above suggest, however, that interns are best able to carry out this teaching activity if they are high socioeconomic status females from urban areas who work with team leaders with many years experience working with low income children.

The second exit skill to discuss is EX4.3: intern asks open-ended questions, attends to response and praises children. White interns were most influenced by the following factors with regard to this teaching skill:

PR14.1 Extent of Discontinuity of Project Staffing

PR13.4 University Professor's Knowledge of Overall Instruction given to Interns

PR9.5 Amount of Clinical Supervision Given to Intern

PR8.2 Intern Feels He/She Can Be Self Directed

BG1.1 Intern is a Female From a Well-Educated Urban Family

The predictive power of these factors is limited: 10 factors account for 40 percent of the variance. Once again, interns who are best at this teaching skill are females from well-educated urban families. Interns are best able to use this skill if they receive considerable clinical supervision and work with professors who are knowledgeable about the overall instruction given interns. At the same time, white interns benefit from staff discontinuity. It may be that white interns are best able to ask

open-ended questions, attend to pupil response and praise the children when they are left alone. This hypothesis is supported by the last factor which was found to relate to this teaching skill: intern feels he/she can be self-directed.

The last exit factor to be discussed is EX7.4: Intern perceives reading failure as due to teacher and poverty as due to structural problems in the society. Interestingly, this exit factor is very highly related to background and program factors for all three ethnic groups of interns. The specific factors that predict this exit factor are different, however. For white interns, these program factors are:

PR11.3 Extent of University Involvement in Community Component

PR4.2 Percent of Chicano Team Leaders

PR13.2 Extent to Which Goals are Known and Shared by Project Staff

PR2.1 Percent of Minority Group Professors in School of Education

PR10.7 Percent of Pupils in Title I Programs at School

PR1.5 Team Leader/Intern Ratio

Three of these factors (4.2, 13.2, 2.1) were also quite powerful as predicators of this same exit skill for Chicano interns. For both whites and Chicanos, minority group professors and team leaders play a crucial role in the development of these attitudes about reading and poverty. For white interns, experiences in the community and low income schools are also important. It isn't clear whether interns with these attitudes choose projects with minority group staff and a low income pupil population or whether interns in these projects are influenced by these features so as to change their attitudes.

In general, the reader must be cautioned against inferring causality in these relationships. We cannot be sure that program features don't in fact, merely represent special criteria in the selection of interns. Yet assuming that program factors do represent the influence of a Teacher Corps program on interns, we can conclude that program features rather than background features are best able to predict exit skills. Note, however, that exit skills for black, chicano or white interns

are often best predicted by a combination of background factors (usually BG1.1) and program factors. As was the case for all interns, the best predictors of exit skills for black, chicano or white interns usually relate to characteristics of the Teacher Corps or university staff and to aspects of the programmatic integration of projects.

Question d: Do graduate and undergraduate projects differ on any of the background or program factors most associated with differences in exit characteristics?

Teacher Corps/Washington has funded projects that have either undergraduate or graduate interns. An important policy question arises as to whether undergraduate projects differs from graduate projects on any of the program variables which correlated with one or more intern exit variable. The distribution of differences between undergraduate and graduate programs is illustrated in Table 38.

Table 38. Comparison of Graduate and Undergraduate Programs on Important Program Variables

= Graduate

= Undergraduate

Note: In the table below, "zero" represents the grand mean for all projects. The bars of the bar graph represent the extent that undergraduate or graduate projects (as a group) differed from the grand mean. For example, undergraduate and graduate projects gave almost the same amount of clinical supervision to interns (PR9.5 below).

VARIABLE REFERENCE NUMBER	VARIABLE NAME
PR1.5	Team Leader/Intern Ratio
PR2.1	Percent of Minority Group Professors in School of Education
PR2.4	Projects Perception of Extent of Goal Similarity and Cooperation with School of Education
PR4.2	Percent of Chicano Team Leaders
PR4.6	Proportion of T.C. Credits Taught by White Instructors
PR4.7	Years Team Leader Taught Low-income Children
PR4.9	Intern Learned Most From Project Director
PR4.11	Staff Perceives Reading Failure as Due to Teacher
PR4.13	Staff Explains Poverty as Structural Problem in Society
PR6.1	Extent of Course Revision for Teacher Corps Training
PR8.2	Intern Feels He Can Be Self Directed
PR9.1	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision
PR9.5	Amount of Clinical Supervision Given to Intern

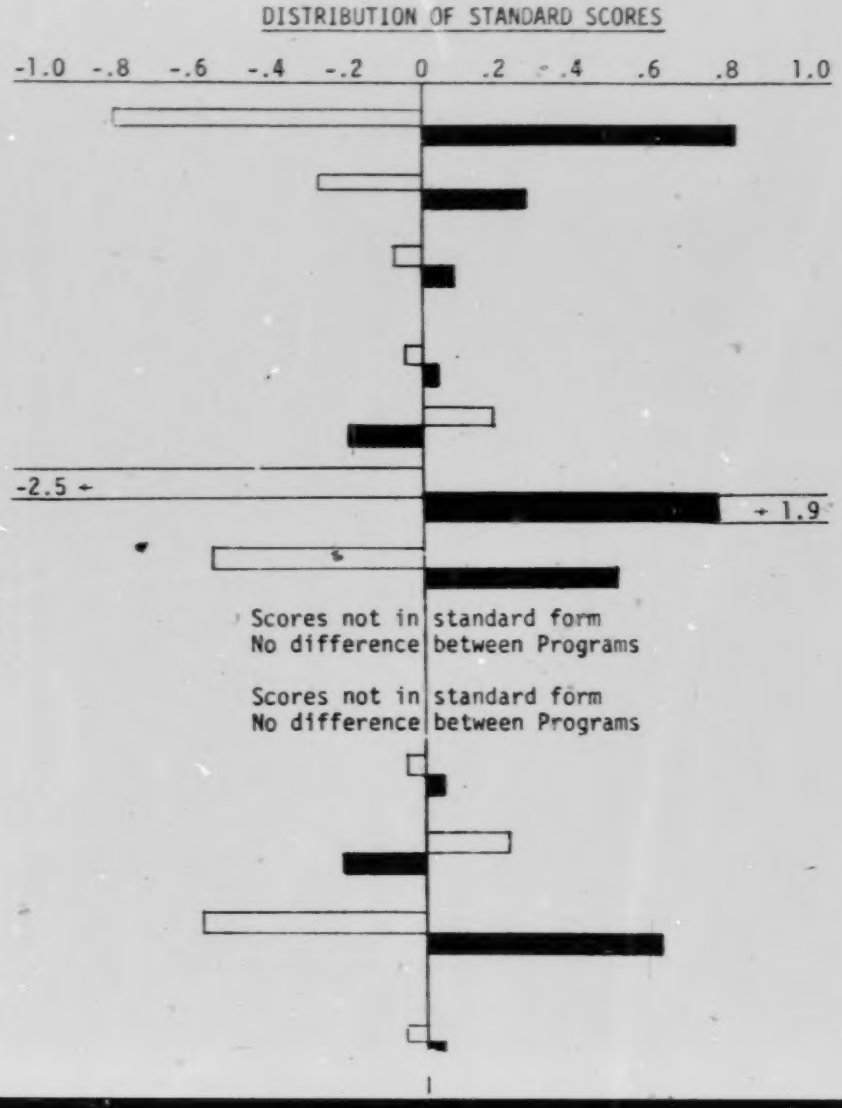
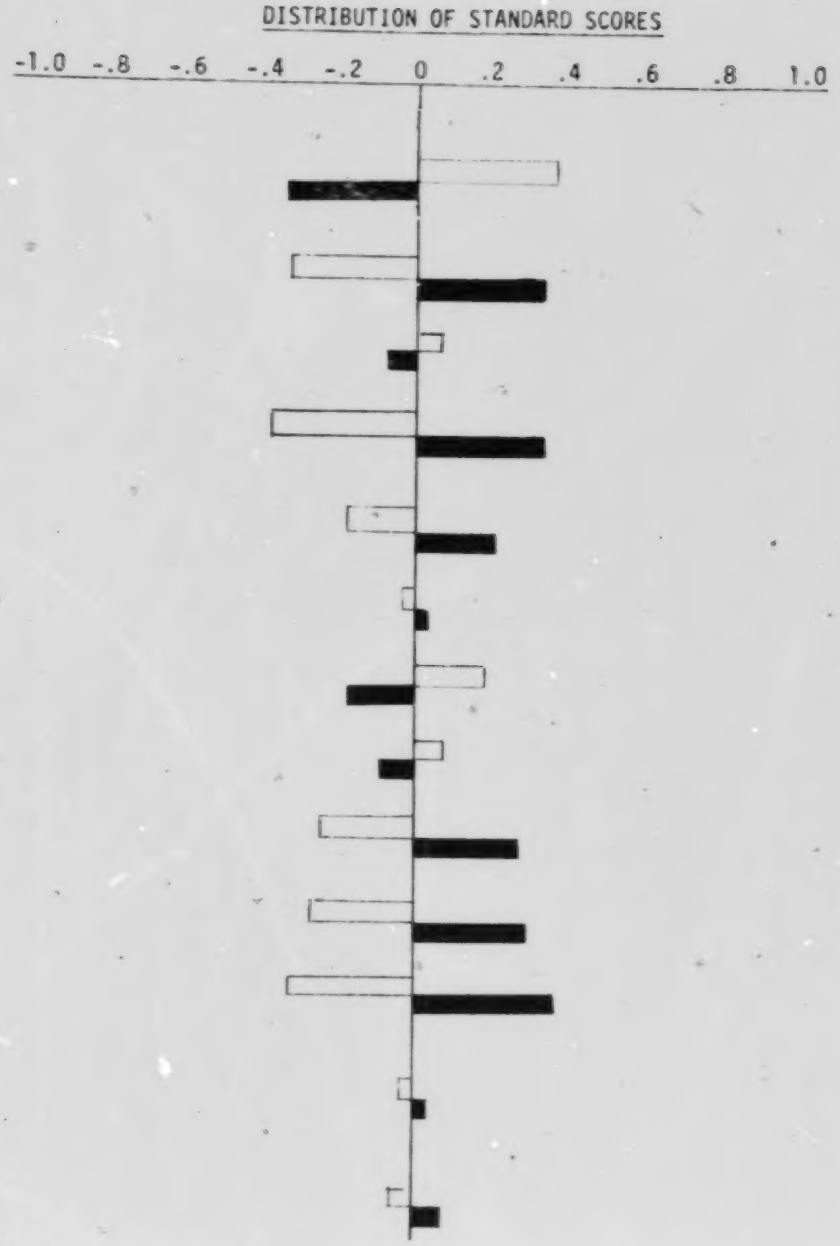

DISTRIBUTION OF STANDARD SCORES
-1.0 -.8 -.6 -.4 -.2 0 .2 .4 .6 .8 1.0
-2.5 ←
→ 1.9
Scores not in standard form
No difference between Programs
Scores not in standard form
No difference between Programs

Table 38. (Continued)

VARIABLE REFERENCE NUMBER	VARIABLE NAME
PR9.6	Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting
PR10.6	Percent of Black Staff in Public School
PR10.7	Percent of Pupils in Title I Program at School
PR11.1	Extent of Public School Staff Support of the Intern's Involvement in the Community Component
PR11.3	Extent of University Involvement in Community Component
PR11.4	Hours Per Week and Diversity of Community Component
PR13.2	Extent to Which Goals are Known and Shared by Project Staff
PR13.3	Follow-up of Academic Instruction in School Setting
PR13.4	University Professor's Knowledge of Overall Instruction Given Intern's
PR14.1	Extent of Discontinuity of Project Staffing
PR14.2	Extent of Cooperative Decision-Making at Project as Seen by Principal
PR14.4	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role
PR14.5	Extent of Cooperative Decision-Making as Seen by Project Staff



As is shown in Table 38, there are several instances in which differences are quite marked. It seems worthy to note some of the most significant of those differences.

Team Leaders

The scores indicate that there is a better team leader-to-intern ratio in undergraduate projects than in graduate projects (1.5). It is likely that this occurred because undergraduate students, being younger, need more supervision. If this is the case, however, the added supervision is not of a clinical nature, as undergraduate and graduate programs do not differ on the amount of clinical supervision given to the interns (9.5).

In undergraduate programs, team leaders have had more years of teaching experience in low-income/minority schools (4.7). Team leaders at undergraduate projects are generally working on masters degrees, while graduate team leaders already have masters degrees. The latter would be the more "academic" of the two groups, while undergraduate team leaders would have come more recently from direct teaching experiences with low-income/minority children.

Despite the large difference exhibited between undergraduate and graduate programs in this particular instance, it may not be a critical one. Undergraduate and graduate team leaders did not differ in their perceptions concerning causes for reading failure (4.11), and of the causes of poverty (4.13). The differences between the two groups of team leaders may appear in other ways, however, for example, in teaching methods and techniques, in use of innovative approaches, team structure, or relationships with members of team and staff.

No important difference was indicated in the percentage of chicano team leaders in the graduate and undergraduate programs (4.2). This is a surprising finding. It would seem that undergraduate projects would have a higher percentage of chicano team leaders for several reasons: first, because of the likelihood that chicano team leaders would have had more teaching experience in low-income/minority schools; and second, because of the limited amount of minority people having masters degrees.

Academic Instruction

Undergraduate programs tend to have more minority group professors than do graduate programs (2.1), and graduate programs tend to have more of the interns' credits taught by white staff (4.6). Considering that undergraduate interns take many more credits outside the school of education, one would think that undergraduates would have the greater percentage of credits taught by white instructors.

Undergraduate interns are not only taught by more minority professors than interns at graduate programs, but are also working in public schools which have a higher percentage of black staff (10.6). Undergraduate and graduate team leaders may not differ by ethnic group but the other staff to which interns are exposed do differ in ethnic group characteristics in undergraduate and graduate programs.

There is no substantial difference between the graduate and undergraduate programs in the extent of course revision (6.1). This is both an unexpected and interesting finding. It would seem that graduate projects had considerably more flexibility to revise Teacher Corps curriculum. Graduate programs have fewer required courses and presumably more mature students, so that it might be easier to institute more innovative courses.

Intern Independence

Where the differences between graduate and undergraduate programs do appear is in the independence of intern operation. Graduate interns tend to feel they can be self-directed in all aspects of the training program including interpretation of the intern's teaching role. The graduate interns tend to operate as independent teachers in the public school setting (9.6). The fact that the graduate intern feels self-directed suggests that the training program operates differently on this level, yet there is no difference in the amount of course revision, whether it be in content area, new teaching methods, grading procedures, implementation of modules or ethnic focus. However, it can be seen by the factor loading for factor 8.2 that the intern's sense of being self-directed was

more highly related to program flexibility than to the extent of course revision (6.1).

It is not clear how much or what type of help the graduate intern is receiving in the public school setting. As indicated by PR9.5 it is likely the graduate intern receives very little help. Although assistance of some kind is suggested by PR9.6 it seems possible that the graduate intern considers himself independent because he is for the most part unaided; i.e. left on his own.

Given the greater intern independence in graduate programs, it is surprising that graduate and undergraduate projects don't differ on the amount of follow-up of academic instruction done in the school setting (13.3).

While undergraduate interns are not working independently, they do work in an environment where team leaders and cooperating teachers have a similarity of views regarding goals, curriculum development, and supervision (9.1), which is a positive environment.

It may be that graduate interns are more independent because team leaders lack a similarity of views and because of such dissonance, the intern is left alone. This difference cannot be attributed to any difference between the public schools out of which the interns of graduate and undergraduate programs operate, because the schools are essentially the same. The public schools have a similar percentage of low-income pupils, and although undergraduate projects are in districts where the schools have a greater percentage of black staff, this would not be an explanation for the difference.

It is more likely that the difference occurs because the team leaders in undergraduate projects have had more low-income/minority group teaching experience (4.7) and want to share their knowledge with the interns, and they may feel the need to do more supervision because of this knowledge. As seen by the principal, undergraduate projects also involve school staff in cooperative decision-making (14.2). This involvement is likely to be an incentive for staff to be more involved in intern supervision and for the intern to act and perceive himself a part of a team effort.

Finally, it is highly probable that graduate interns are more independent because they are different as persons although this difference is not a function of differences in age or experience with children.

Cooperative Decision-Making

The extent of cooperative decision-making at the project as seen by the principal (14.2) differs from the perceptions held by the project staff (14.5). There may be an objective difference between the two views or it may simply be a perceptual difference. There was a tendency for principals at undergraduate projects to see more cooperative decision-making occurring than do principals at graduate projects (14.2).

Community Component

Both the university involvement and the public school staff's support of the community component are higher at undergraduate programs. There is no difference, however, in the number of hours per week and diversity of the community component (11.4) at graduate and undergraduate programs.

The extent of public school staff support is an interesting issue. Public school support is greater in undergraduate projects even though districts are similar in terms of percentage of low-income pupils. The reader may recall from Chapter V Section A.2 that public school support did vary inversely with the size of the district, which relates closely with percentage of low-income pupils.

The greater public school staff support may be a function of:

(a) The difference in graduate and undergraduate team leaders (4.7);

(b) The difference in cooperating teacher involvement (14.2);

(c) The difference in public school staff (10.6);

(d) The difference in cooperating teacher and team leader views (9.1);

(e) Or some combination of these.

Although some of the differences are very small, 18 of the 23 factors show that undergraduate projects do things as well as, if not better than graduate projects. One might have expected graduate projects to be uniformly better. They may be seen to have an advantage in terms of

flexibility of the project in that they have fewer required courses. They also have more mature students as interns. If undergraduate projects were only doing as well as graduate projects it would be surprising. Yet, in fact, they are found to be doing better.

Question e: Do graduate and undergraduate projects differ on any of the background or program factors most associated with differences in exit characteristics?

The following six pages portray the results of an analysis of the relative effects of ethnic group differences and undergraduate vs. graduate program differences upon exit skills of interns. The exit skills to be examined were selected because they were perceived to be very important skills and because they represented a good cross-section of the skills studied.

There was very little difference among interns in terms of their perception of the importance of bringing about change in school. There was a slight tendency for white undergraduates to be least desirous of change and for white graduates to be among those most desirous of change.

There was little difference between ethnic groups in terms of the extent to which they introduced relevant curricula, except for interns classified as "other" who are in graduate programs. One-half of the interns in this category came from one project --the University of Nevada at Las Vegas. This project had the highest score of all projects on this factor. Consequently, we are quite sure that the difference between ethnic groups (specifically: graduate, "other") is really a function of project differences.

One should instead focus on lack of differences between ethnic groups on this variable. There was a slight tendency for blacks and chicanos from graduate programs to be lowest in terms of extent of introduction of ethnically relevant curricula. The overall lack of differences between blacks, chicanos, and whites, especially with the slight variation mentioned, is somewhat surprising.

Across ethnic groups, graduate interns are decidedly more likely to give pupils instructional choices than are undergraduates. Graduate programs differed from undergraduate programs, as will be reported in the next section, in that interns in graduate programs felt they could be more self-directed (PR 8.2) and graduate interns did tend to operate as independent teachers in the school. However, the correlations between the self-directed intern (PR 8.2) and instructional choice given to pupils (Ex 2.1) is .18. The correlation with intern operating as independent

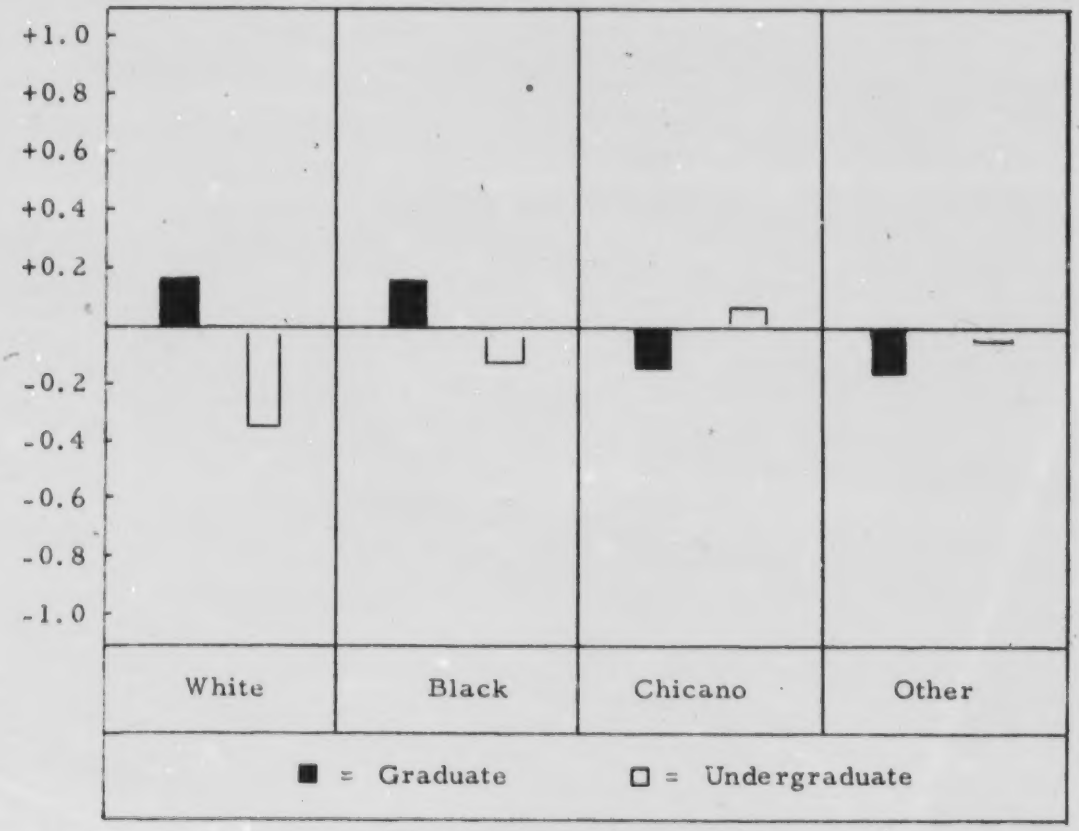
Table 39: Comparison of Interns by Ethnic Group and Graduate vs. Undergraduate Program on Exit Factor 1.2

Name of Factor:	Interns' Perception of Importance of Bringing About Change in the School

ANALYSIS OF VARIANCE TABLE

Source	Sum of Squares	D. F.	Mean Square	F	P*
MEAN	0.55004	1	0.55004	0.53402	
ETH	0.86281	3	0.28760	0.27923	
GRAD	0.94088	1	0.94088	0.91348	
EXG	4.21329	3	1.40443	1.36352	
ERROR	326.51068	317	1.03000		

DISTRIBUTION OF STANDARD SCORES



*The P value is indicated only when P .05.

Table 40: Comparison of Interns by Ethnic Group and Graduate vs. Undergraduate Program on Exit Factor 2.1

Name of Factor:	Degree that Instructional Choices are Given to Pupils

ANALYSIS OF VARIANCE TABLE

Source	Sum of Squares	D. F.	Mean Square	F	P
MEAN	0.00034	1	0.00034	0.00038	
ETH	2.60730	3	0.86910	0.96869	
GRAD	19.67216	1	19.67216	21.92636	<.01
EXG	4.63648	3	1.54549	1.72259	
ERROR	284.40993	317	0.89719		

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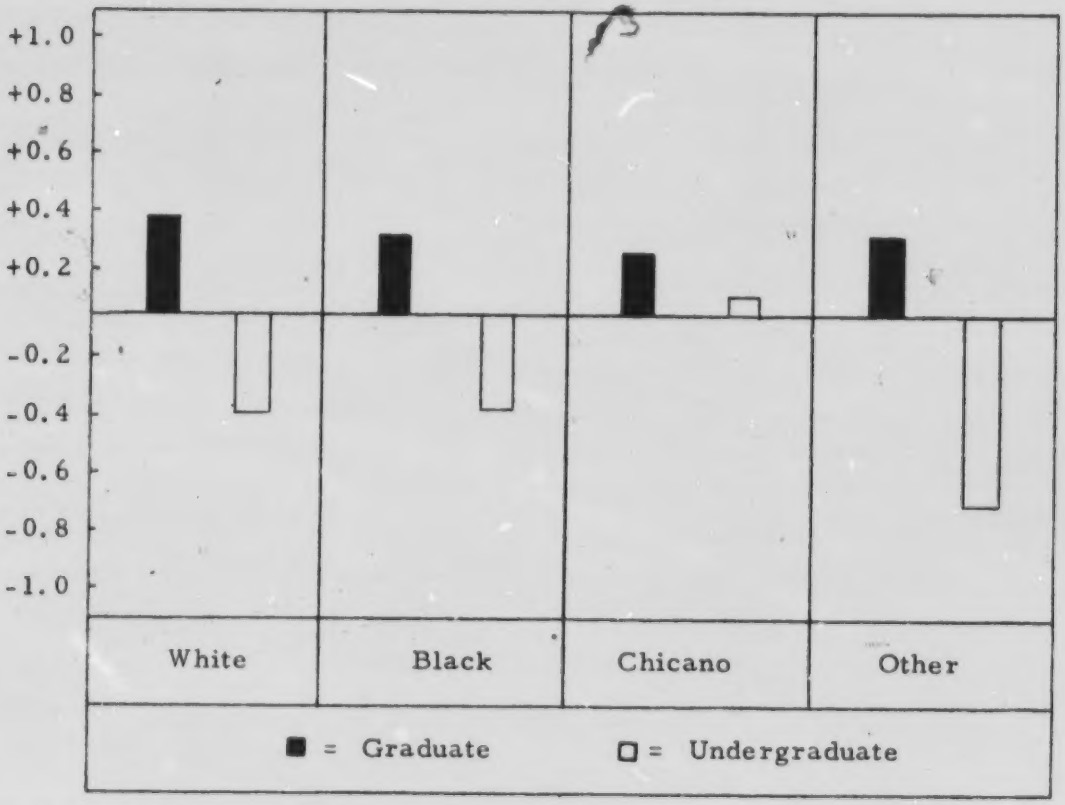

Table 41: Comparison of Interns by Ethnic Group and Graduate vs. Undergraduate Program on Exit Factor 3.1

Name of Factor:	Introduction of Relevant Curriculum

ANALYSIS OF VARIANCE TABLE

Source	Sum of Squares	D.F.	Mean Square	F	P
MEAN	1.46160	1	1.46160	1.52521	
ETH	7.76188	3	2.58729	2.69989	
GRAD	0.73048	1	0.73048	0.76227	
EXG	11.67748	3	3.89249	4.06189	<.01
ERROR	303.77980	317	0.95830		

DISTRIBUTION OF STANDARD SCORES

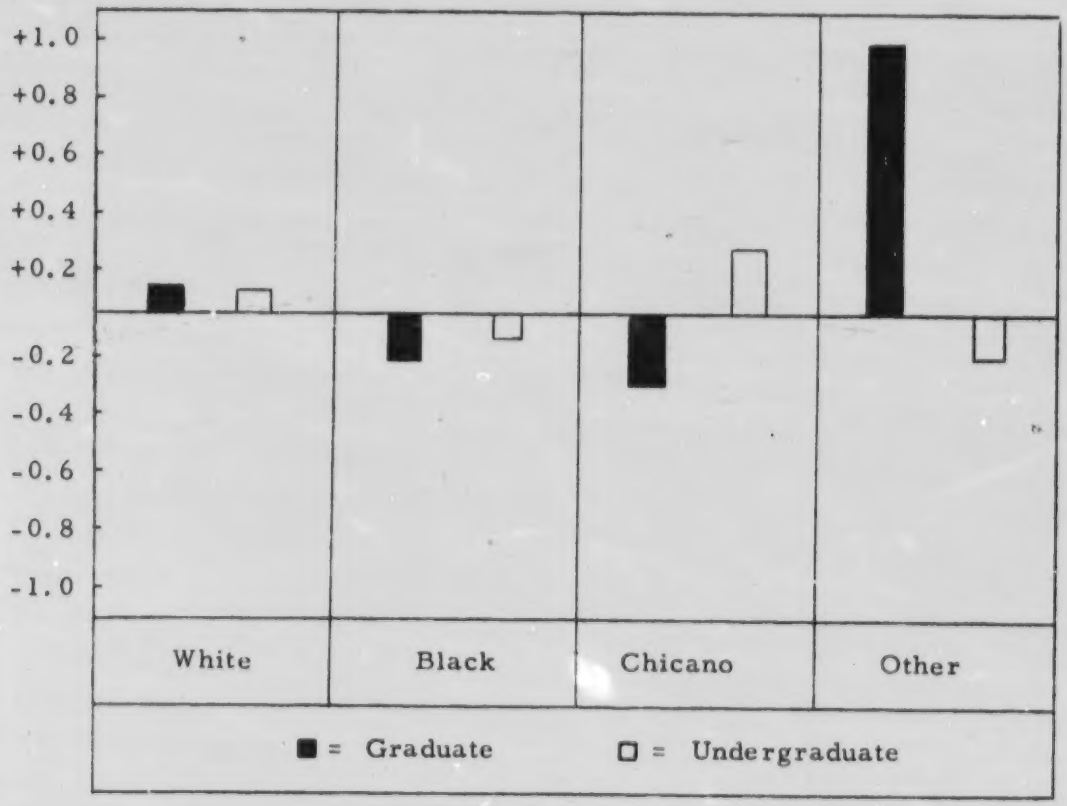

Table 42: Comparison of Interns by Ethnic Group and Graduate vs. Undergraduate Program on Exit Factor 4.3

Name of Factor:	Intern Attends to Response and Praises Child

ANALYSIS OF VARIANCE TABLE

Source	Sum of Squares	D. F.	Mean Square	F	P
MEAN	0.22566	1	0.22566	0.23329	
ETH	8.30670	3	2.76890	2.86243	
GRAD	0.07659	1	0.07659	0.07918	
EXG	3.97080	3	1.32360	1.36831	
ERROR	306.64234	317	0.96733		

DISTRIBUTION OF STANDARD SCORES

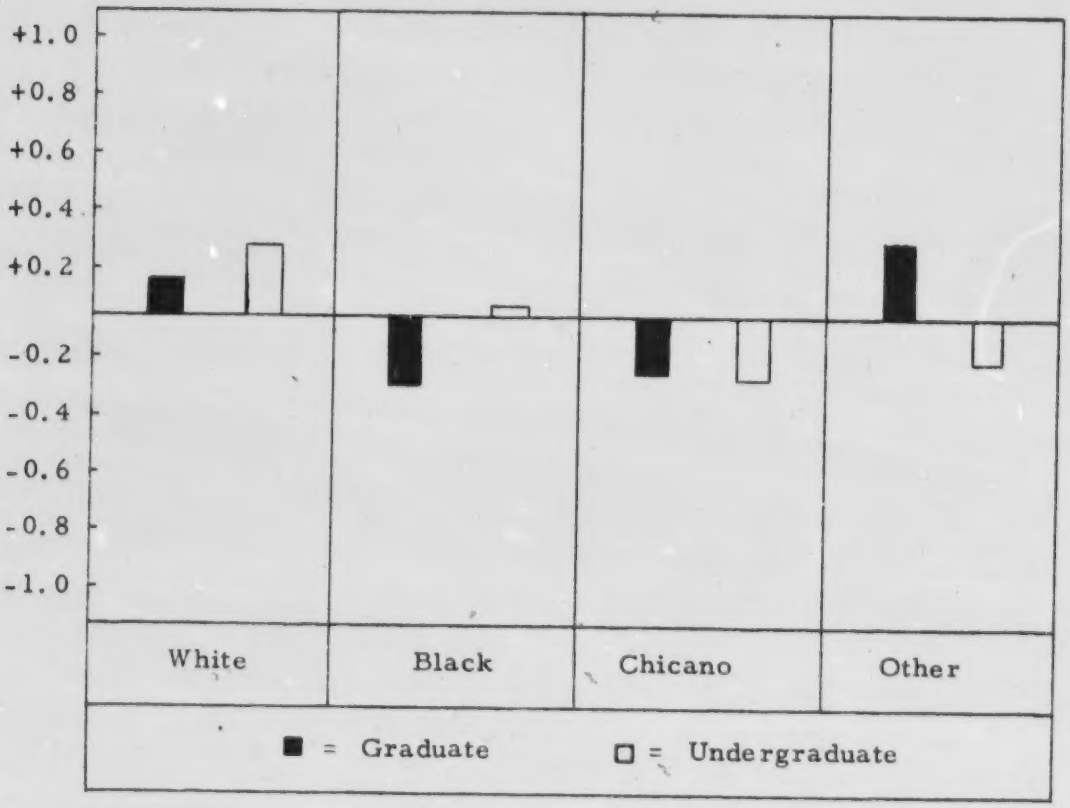

Table 43: Comparison of Interns by Ethnic Group and Graduate vs. Undergraduate Program on Exit Factor 5.5

Name of Factor:	Extent that Informal Authority Structure is Used

ANALYSIS OF VARIANCE TABLE

Source	Sum of Squares	D. F.	Mean Square	F	P
MEAN	0.12706	1	0.12706	0.13670	
ETH	10.25305	3	3.41768	3.67696	<.05
GRAD	0.09656	1	0.09656	0.10388	
EXG	9.82318	3	3.27439	3.52279	<.05
ERROR	294.64750	317	0.92949		

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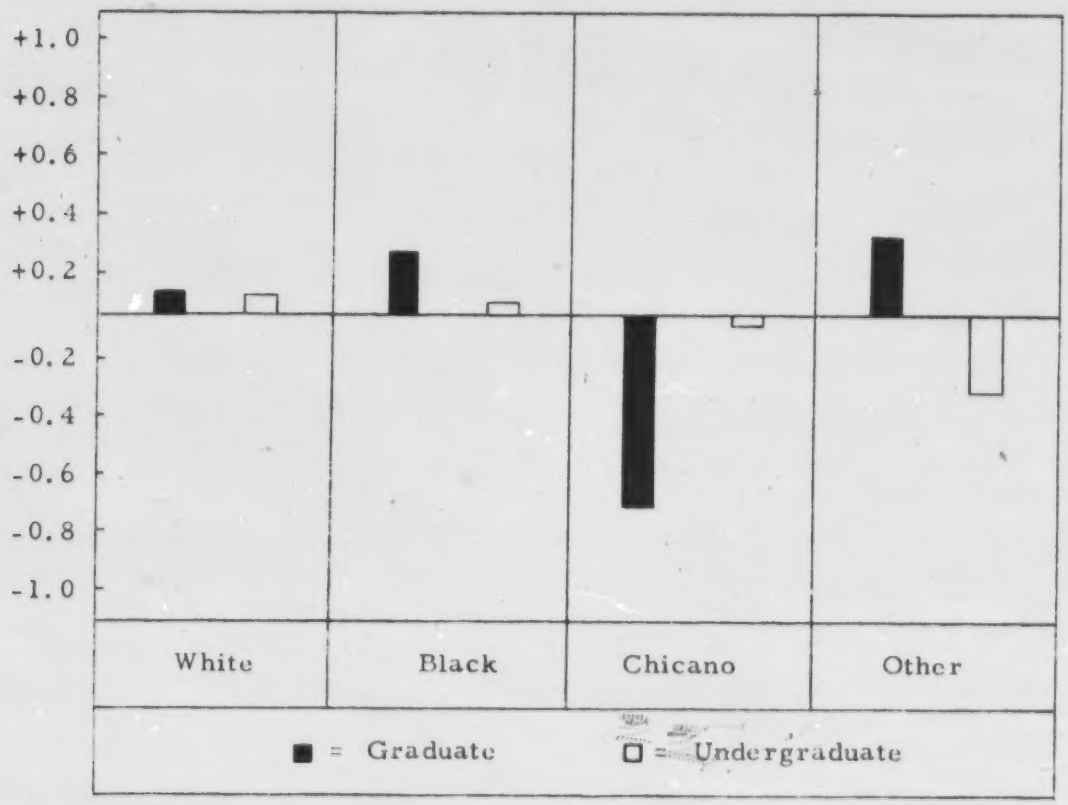


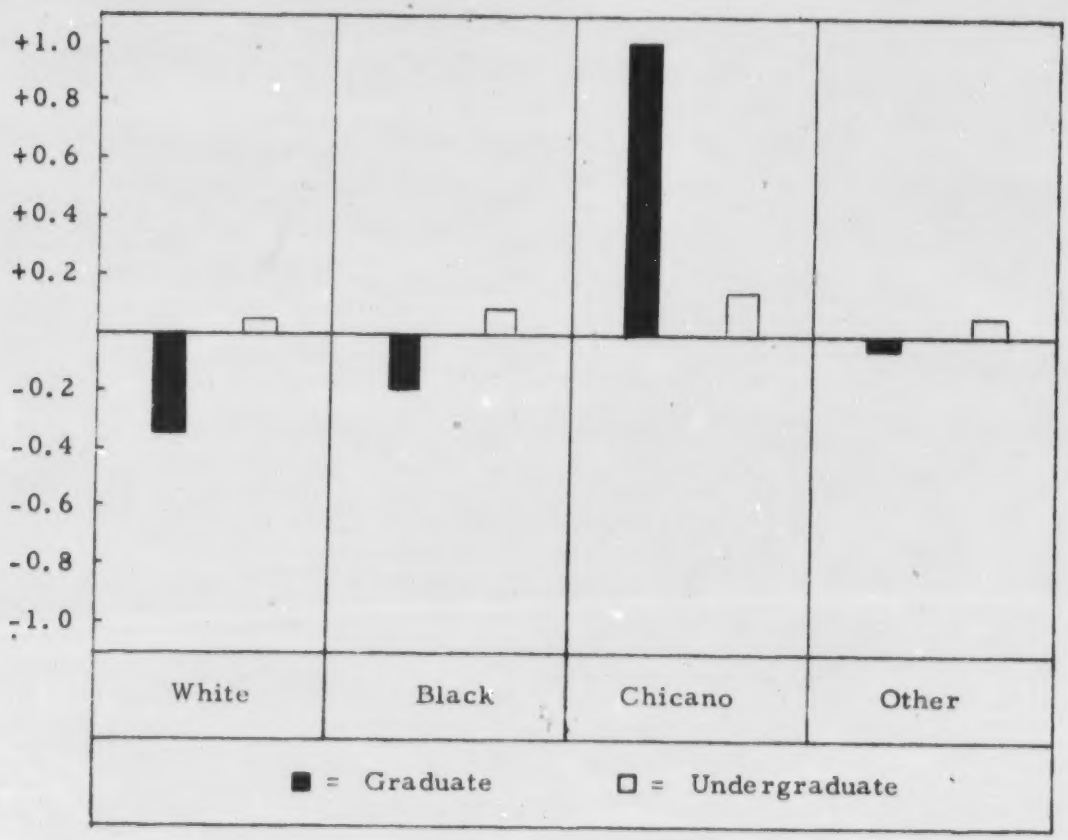
Table 44: Comparison of Interns by Ethnic Group and Graduate vs. Undergraduate Program on Exit Factor 7.4

Name of Factor:	Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

ANALYSIS OF VARIANCE TABLE

Source	Sum of Squares	D. F.	Mean Square	F	P
MEAN	1.52318	1	1.52318	1.74541	
ETH	20.62439	3	5.87480	7.87782	<.01
GRAD	0.00749	1	0.00749	0.00858	
EXG	14.84614	3	4.94871	5.67073	<.01
ERROR	276.63882	317	0.87268		

DISTRIBUTION OF STANDARD SCORES



teacher (PR 9.6) is .07. As was reported in the multiple linear regression findings, no program factor predicted this exit characteristic with any accuracy whatever.

An important teaching skill is the ability to attend to a child's response and praise the child. There were only slight differences in intern's ability to carry out this skill. White interns tended to use this skill and chicanos tended not to use it. The difference was not significant.

There were significant differences, however, in the intern's use of informal as opposed to formal authority in the classroom. Informal authority structure, here, means that desks are not in rows, that children may talk to one another and that rules are not emphasized. Chicano graduate students show a high degree of formal authority structure. This may be a function of training at specific projects; if not, we are unable to explain it. Both groups of white interns used a somewhat informal authority, while the blacks and others were divided between graduates and undergraduates, the undergraduates tending to use the more formal structures.

The next comparison is of interns on the factor that deals with perception of reading failure as due to teacher and poverty as due to structural factors in society. Here we see interesting comparisons, with chicanos rating highly positive; indeed, graduate chicano interns rated very highly (0.9) in their perceptions. In all other cases, undergraduates did somewhat share those perceptions while graduates did not. Note that undergraduates from all ethnic groups are quite similar in their beliefs on these issues while graduates vary widely in their beliefs according to ethnic group.

V. IMPACT OF TEACHER CORPS PROGRAMS ON INSTITUTIONS OF HIGHER EDUCATION

This chapter focuses on the extent to which Teacher Corps projects have influenced the implementation of competency-based teacher education (CBTE) in the regular teacher education program at cooperating institutions of higher education (IHE's). The chapter is organized into three sections, as follows:

1. The Extent of Implementation of CBTE at the IHE.

   This section focuses solely on the degree to which the IHE's have implemented CBTE. It does not examine Teacher Corps influence.

2. The Extent of Teacher Corps Influence.

   This section probes the extent of Teacher Corps influence on the implementation of CBTE in the regular teacher education program.

3. The Relationship of Teacher Corps Program Features to the Extent of Teacher Corps Influence.

   This section analyzes the relationship of Teacher Corps program features, such as the use of teacher competencies at the Teacher Corps project, with the degree of influence which projects have had.

Teacher Corps influence on the implementation of CBTE is a part of the larger issue of Teacher Corps projects' attempts to bring about institutional change either at the IHE or in the public schools.

A. Extent of Implementation of CBTE at the IHE

The extent of implementation of CBTE in the regular elementary program at the IHE was rated by each of five persons: the dean, two university instructors, the chairman of the elementary teacher education program or his equivalent, and the project director. Ratings were

made on a scale of 1-4, which had the following anchor points:

4 = advanced implementation
3 = partial implementation
2 = in planning stage
1 = not being considered

CBTE was assessed in terms of the following categories:

- The extent of use of teacher competencies.
- The extent of individualization and personalization.
- The extent of field-based training.
- The extent of program evaluation.
- The extent of over-all programmatic integration.

These categories were based on the definition of CBTE which was used by Teacher Corps projects.

Each category had several sub-parts. For example, the extent of use of teacher competencies had the following sub-parts:

- The identification of teaching skills and attitudes which student teachers must demonstrate.
- The use of modules.
- The use of feedback training.
- The reorganization of courses to relate to teaching skills.

Each project received a score on each sub-part of the five categories listed above. The score represents the mean score for the five raters.

The results are presented in Table 45. The table shows that all of the sub-parts of CBTE had been implemented at least at the partial-implementation level of development. It also shows that, on the average, there were only slight differences in the extent of implementation of the different sub-parts of CBTE across projects.

The findings lead to the conclusion that while the actual implementation of CBTE may not have reached an advanced level, the IHE's concept of

Table 45. Extent of Teacher Corps Influence on Development of Aspects of Competency-Based Teacher Education at the 20 Project Sites

Aspects of Competency-based Teacher Education	Project Number																				Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A. Extent of Use of Teacher Competencies																					
1. Identify teaching skills and attitudes which student teachers must demonstrate	4.00	3.00	3.40	3.40	3.50	2.86	2.67	3.00	3.25	2.80	4.00	3.20	3.60	3.50	3.00	3.33	3.00	3.50	2.80	3.40	3.23
2. Use of modules	3.67	3.00	3.00	3.20	2.75	3.00	3.00	3.00	3.50	3.00	3.67	3.20	4.00	3.25	2.75	3.00	2.60	3.50	3.00	3.20	3.16
3. Use of feedback training	3.50	3.25	3.20	3.60	3.00	2.75	3.00	3.00	2.50	3.20	4.00	3.40	3.20	3.75	3.00	3.00	3.00	3.50	2.80	3.20	3.16
4. Reorganization of courses to relate to teaching skills	3.67	3.25	3.00	3.60	3.75	3.00	3.33	3.25	3.25	3.20	3.67	3.00	3.80	3.50	2.33	3.00	3.00	4.00	2.80	3.40	3.28
Summary Score: Extent of Use of Teacher Competencies	14.84	12.50	12.60	13.80	13.00	11.61	12.00	12.25	12.50	12.20	15.34	12.80	14.60	14.00	11.08	12.66	11.60	14.50	11.40	13.20	12.83
B. Extent of Individualization and Personalization																					
1. Student teachers share in decisions about the kind of training they receive	3.00	2.80	3.00	3.20	3.00	3.00	3.33	3.00	3.00	3.00	2.68	3.40	3.00	4.00	3.25	2.68	2.60	3.00	3.50	2.60	3.05
2. Attention to personal growth and needs	3.33	3.60	3.60	3.75	3.25	3.13	3.00	3.50	3.25	2.80	3.67	3.00	3.60	4.00	3.33	3.33	2.60	4.00	3.00	3.60	3.35
3. Consideration is given to different learner rates and styles	3.50	3.20	3.00	3.00	2.50	2.88	3.00	2.50	3.25	3.00	3.33	2.60	2.60	3.75	3.00	2.67	3.40	3.75	2.60	3.40	3.02
Summary Score: Extent of Individualization and Personalization	9.83	9.60	9.60	9.95	8.75	9.01	9.33	9.00	9.50	8.80	9.68	9.00	9.20	11.75	9.58	8.68	8.60	10.75	9.10	9.60	9.42

Table 45. Extent of Teacher Corps Influence on Development of Aspects of Competency-Based Teacher Education at the 20 Project Sites (Continued)

Aspects of Competency-based Teacher Education	Project Number																				Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
C. Extent of Field-based Orientation																					
1. Courses taught in school setting	3.67	2.40	3.20	3.80	3.50	2.50	2.67	3.00	3.50	2.40	1.33	3.00	3.80	4.00	2.67	3.00	2.25	2.50	3.20	2.80	2.97
2. University courses are designed to relate to practicum experience	3.00	3.20	3.80	3.80	3.50	3.29	3.67	3.00	3.50	3.40	4.00	3.00	3.80	3.75	3.33	2.67	3.00	3.00	3.00	3.80	3.39
3. University courses relate to minority education	3.50	2.80	2.75	3.80	2.75	3.13	3.67	2.75	3.75	2.80	3.33	2.60	3.00	4.00	2.00	3.00	2.40	4.00	3.00	3.40	3.09
4. University professors work on public school curriculum	3.50	3.20	3.00	3.20	3.25	2.57	2.33	2.50	3.00	2.20	2.33	2.80	3.00	3.25	3.50	3.33	2.00	3.00	3.00	2.80	2.86
Summary Score: Extent of Field-based Orientation	13.67	11.60	12.75	14.60	13.00	11.49	12.34	11.25	13.75	10.80	10.99	11.40	13.60	15.00	11.50	12.00	9.65	12.50	12.20	12	12.31
D. Extent of Program Evaluation																					
1. Explicit criteria for evaluation are stated	4.00	3.00	3.00	3.80	3.25	3.38	4.00	3.00	3.25	3.00	3.33	3.00	3.20	3.25	2.75	3.33	2.75	3.50	2.50	3.60	3.24
2. Procedures are established to collect data	3.50	2.80	3.00	3.80	2.75	3.14	4.00	3.00	3.50	3.00	2.50	3.25	3.40	3.00	2.67	3.33	2.40	3.50	2.80	3.40	3.12
Summary Score: Extent of Program Evaluation	7.50	5.80	6.00	7.60	6.00	6.52	8.00	6.00	6.75	6.00	5.83	6.25	6.60	6.25	5.42	6.66	5.15	7.00	5.40	7.00	6.36
E. Extent of Over-all Program Integration																					
1. Common goals are stated	4.00	3.20	3.60	4.00	3.00	3.13	4.00	3.00	2.25	2.80	4.00	2.80	3.60	3.50	2.75	3.33	2.40	3.33	2.60	3.40	3.19
2. On-going communication procedures exist	3.33	3.60	3.60	3.80	3.00	3.13	4.00	3.00	3.00	3.40	4.00	3.00	3.20	3.75	2.33	3.00	2.80	4.00	2.80	3.40	3.29
Summary Score: Extent of Over-all Program Integration	7.33	6.80	7.20	7.80	6.00	6.26	8.00	6.00	5.25	6.20	8.00	5.80	6.80	7.25	5.08	6.33	5.20	7.33	5.40	6.80	6.48

CBTE appears to be a sophisticated one. That is, IHE's are not implementing one or two sub-parts of CBTE: they are implementing the whole constellation of CBTE sub-parts. When CBTE is fully implemented at these schools, it will be a highly sophisticated CBTE program.

For each sub-part of CBTE, this rating could range from 1.0 to 2.0. A 1.0 rating would indicate that none of the five raters felt the local Teacher Corps project had had influence on that sub-part of CBTE. A 2.0 rating would indicate that all raters felt the Teacher Corps project did have an influence on the implementation of the sub-part of CBTE in question.

The results are presented in Table 46. Across all projects, the raters judged the Teacher Corps to have had influence on every sub-part of CBTE. However, to obtain a better feel for the extent of influence, the correlations between Teacher Corps influence scores and extent of implementation of CBTE at the IHE were examined.

Two hypothetical findings suggest the value of this analysis. If the correlation between Teacher Corps influence and implementation of a sub-part of CBTE is .90, it could be concluded that the Teacher Corps played a major role in facilitating that sub-part of CBTE at the IHE. On the other hand; if the correlation between Teacher Corps influence and implementation of that sub-part of CBTE is essentially zero, it could be concluded that the sub-part of CBTE evolved independent of Teacher Corps influence.

The low correlation between Teacher Corps influence scores and implementation of CBTE scores suggest that, in general, projects have had little influence on the implementation of most sub-parts of CBTE at the IHE. Thus while projects have been judged by the project director and IHE staff to have had an influence on various sub-parts of CBTE, the influence has not been strong enough to be reflected in positive correlations between influence and implementation scores.

The only area in which Teacher Corps influence has been even modestly felt is Category B: The Extent of Individualization and Personalization. This may be the way in which Teacher Corps projects are most different from regular teacher education programs. The correlations between the extent of Teacher Corps influence and the extent of implementation of Category B are shown in Table 47.

Table 46. Extent of Teacher Corps Influence on Development of Aspects of Competency-Based Teacher Education at the 20 Project Sites

EXTENT OF TEACHER CORPS INFLUENCE

Aspect of Competency-based Teacher Education	Project Number																				Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
A. Extent of Use of Teacher Competencies																					
1. Identify teaching skills and attitudes which student teachers must demonstrate	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.75	2.00	1.67	2.00	1.60	1.67	2.00	1.67	2.00	2.00	2.00	1.60	1.87
2. Use of modules	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.33	1.67	2.00	2.00	1.80	1.60	1.67	2.00	1.67	1.75	2.00	2.00	1.75	1.88
3. Use of feedback training	2.00	1.75	2.00	1.80	1.75	1.75	2.00	1.33	1.33	1.60	1.67	1.20	1.40	1.67	1.75	2.00	1.33	2.00	2.00	1.25	1.68
4. Reorganization of courses to relate to teaching skills	2.00	2.00	1.80	1.80	2.00	1.71	2.00	2.00	1.67	2.00	2.00	1.60	1.60	1.67	2.00	2.00	1.33	2.00	2.00	1.80	1.84
Summary Score: Extent of Use of Teacher Competencies	8.00	7.75	7.80	7.60	7.75	7.46	8.00	5.66	6.42	7.60	7.34	6.60	6.20	6.68	7.75	7.34	6.41	8.00	8.00	6.40	7.27
B. Extent of Individualization and Personalization																					
1. Student teachers share in decisions about the kind of training they recieve	2.00	1.80	1.40	1.80	1.50	1.63	2.00	1.00	1.00	1.80	1.33	1.60	1.80	1.75	1.67	2.00	1.40	2.00	2.00	1.40	1.63
2. Attention to personal growth and needs	2.00	1.60	1.60	1.50	1.50	1.63	2.00	1.33	1.50	1.40	1.00	1.60	1.60	2.00	1.00	2.00	1.75	2.00	2.00	1.75	1.64
3. Consideration is given to different learner rates and styles	2.00	2.00	2.00	1.60	2.00	1.88	1.67	1.00	1.75	1.80	1.67	1.40	1.80	2.00	1.75	2.00	2.00	2.00	2.00	1.60	1.80
Summary Score: Extent of Individualization and Personalization	6.00	5.40	5.00	4.90	5.00	5.14	5.67	3.33	4.25	5.00	4.00	4.60	5.20	5.75	4.42	6.00	5.15	6.00	6.00	4.75	5.07

Table 46. Extent of Teacher Corps Influence on Development of Aspects of Competency-Based Teacher Education at the 20 Project Sites (Continued)

EXTENT OF TEACHER CORPS INFLUENCE

Aspect of Competency-based Teacher Education	Project Number																				Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
C. Extent of Field-based Orientation																					
1. Courses taught in school setting	2.00	2.00	1.25	1.40	2.00	1.86	1.50	1.33	1.25	1.40	1.33	1.60	1.60	1.75	1.67	1.67	1.50	2.00	2.00	1.60	1.64
2. University courses are designed to relate to practicum experience	2.00	1.80	1.75	1.75	1.75	1.86	2.00	1.50	1.75	1.75	1.50	1.40	1.80	1.75	2.00	2.00	1.75	2.00	2.00	1.60	1.78
3. University courses relate to minority education	2.00	1.80	2.00	1.75	2.00	1.75	2.00	1.33	1.33	1.40	2.00	1.40	1.20	1.75	1.67	2.00	1.80	2.00	2.00	1.80	1.76
4. University professors work on public school curriculum	2.00	1.80	1.25	1.40	1.50	1.86	2.00	1.00	1.25	1.60	1.50	1.40	1.60	1.50	1.50	2.00	1.50	2.00	1.75	1.20	1.56
Summary Score: Extent of Field-based Orientation	8.00	7.40	6.25	6.30	7.25	7.33	7.50	5.16	5.58	6.55	5.83	5.80	6.20	6.75	6.84	7.67	6.55	8.00	7.75	6.20	6.74
D. Extent of Program Evaluation																					
1. Explicit criteria for evaluation are stated	2.00	2.00	2.00	1.80	1.75	1.86	1.00	1.00	1.50	2.00	1.67	1.50	1.60	1.33	2.00	2.00	1.50	2.00	1.80	1.25	1.73
2. Procedures are established to collect data	2.00	1.60	2.00	1.40	1.75	1.86	1.67	1.00	1.50	2.00	2.00	1.25	1.20	1.33	1.67	2.00	1.50	2.00	1.80	1.80	1.68
Summary Score: Extent of Program Evaluation	4.00	3.60	4.00	3.20	3.50	3.72	2.67	2.00	3.00	4.00	3.67	2.75	2.80	2.66	3.67	4.00	3.00	4.00	3.60	3.05	3.41
E. Extent of Over-all Program Integration																					
1. Common goals are stated	2.00	2.00	2.00	1.60	1.75	1.75	1.33	1.00	1.00	1.60	1.67	1.60	1.60	1.67	2.00	2.00	1.80	2.00	2.00	1.75	1.74
2. On-going communication procedures exist	1.67	1.80	1.60	1.60	1.50	1.88	1.50	1.00	1.33	1.60	2.00	1.60	1.25	1.67	2.00	1.67	1.33	2.00	2.00	1.75	1.67
Summary Score: Extent of Over-all Program Integration	3.67	3.80	3.60	3.20	3.25	3.63	2.83	2.00	2.33	3.20	3.67	3.20	2.85	3.34	4.00	3.67	3.13	4.00	4.00	3.50	3.41

Table 47. Correlations for Section B:
Extent of Individualization and Personalization

Extent of Implementation	Teacher Corps Influence
Student teachers share in decisions about the kind of training they receive	0.27
Attention to personal growth and needs	0.00
Consideration is given to different learner rates and styles	0.35
Total Sum	0.24

Each of the above correlations is approximately 0.25 with the exception of B2: Attention to personal growth and needs, which has a correlation of 0.0. All raters indicated that this particular element of training (B2) was, and always had been, an integral part of the regular teacher education program. Teacher Corps projects influenced the other two parts of Category B (B1: Student teachers share in decisions about the kind of training they receive, and B3: Consideration is given to different learner rates and styles).

C. Relationship of Teacher Corps Project Features to Extent of Teacher Corps Influence

In the previous section it was reported that, in general, Teacher Corps projects had not had a strong influence on the implementation of CBTE at the cooperating IHE. One might be tempted to conclude that nothing a Teacher Corps project did had an influence on the implementation of CBTE in the regular teacher education program. Such is not the case, however. Correlations between Teacher Corps program factors and extent of influence by projects revealed that certain program factors were signficantly related to extent of influence which projects had.

The following is a presentation of the findings related to Teacher Corps influence on five components of CBTE. These components are:

A. The extent of use of teacher competencies.

B. The extent of individualization and personalization.

C. The extent of field-based orientation.

D. The extent of program evaluation.

E. The extent of overall program integration.

The correlations of program factors with each of these areas of CBTE implementation were examined. It might be found, for example, that a program factor such as "undergraduate project" had a strong positive correlation with the degree of influence Teacher Corps projects had on implementating the use of teacher competencies (Category A). It could be concluded that, while projects in general have not had a great influence on A, undergraduate projects were more influential than were graduate projects.

Category A included identification of teaching skills and attitudes that teachers must demonstrate, the use of modules, the use of feedback training, and reorganization of courses to relate to teaching skills. Teacher Corps program features that were positively correlated with the implementation of Category A are:

- Staff explain poverty as a problem with the individual or fate (4.14).
- Interns receive clinical supervision (9.5).
- School principals report cooperative decision-making in the project (14.2).

Teacher Corps program features that correlated negatively with Category A are:

- A negative attitude on the part of the IHE toward Teacher Corps (2.2).

- IHE enrollment is large (2.6).
- A high per-pupil expenditure in the district (3.3).
- A staff that explains poverty as a structural problem in society (4.13).

Teacher Corps projects were able to have a positive influence on the implementation of such things as the use of competencies in the regular teacher education program. The Teacher Corps influence was strongest when the total student enrollment at the IHE was small, and when the IHE staff had a positive attitude about the Teacher Corps program.

Category B involved the extent of individualization and personalization at the project. Teacher Corps program factors that were correlated with the implementation of Category B are:

- Years team leader has taught low-income children (4.7).
- Amount of clinical supervision given intern (9.5).
- University professor's knowledge of overall instruction given intern (13.4).

Again, the extent of clinical supervision at the Teacher Corps project has was related to the degree of projects. Moreover, the team leader's experience in teaching low-income children was also important. Perhaps the team leader's lent an added degree of personalization to the project and thus enhanced it's influence. Also important was the university professor's knowledge of the Teacher Corps program. One can easily see how that would increase the influence of Teacher Corps on the university.

Two program factors were negatively correlated with Category B. The factors are:

- Per-pupil expenditure in the district (3.3).
- Percent of white pupils and staff in the public school (10.1).

Teacher Corps projects had greater influence on the implementation of a personalized teacher education program at the IHE when the project worked with public school districts that had a large percentage of non-white pupils and staff and had a low per-pupil expenditure.

Category C had a number of interesting correlations. Included in this category are the extent of field-based training, including, that courses are taught in a school setting, that university courses are designed to provide practicum experience and to relate to the needs of minority group children and that university professors' work on the public school curriculum Teacher Corps program features that were positively correlated with Category C are:

- Variety of groups and methods used in specifying competencies (7.1).
- Amount of clinical supervision given intern (9.5).

Teacher Corps program features that were negatively correlated with this category are:

- Dollar expenditure per intern (1.4).
- Per-pupil expenditure in the district (3.3)
- Total enrollment at the IHE (2.6).
- Percent of white pupils and staff in the public school (10.1).

The variety of groups and methods used in specifying competencies at the Teacher Corps project was positively correlated with field-based orientation of the regular teacher education program. This probably occurred because a range of competencies were identified and were effectively developed, through field-based training. That is, where the field-orientation of the training was effective in developing these competencies, the influence of the project is strong. Again, the amount of clinical supervision was high at projects that exerted an influence on the IHE.

The correlations point out that not only a high per-pupil expenditure in the school district, but also a high "per-intern" expenditure, negated Teacher Corps influence. Perhaps where there was a high expenditure per intern, there was more concern with the project itself and less interest in having an impact on the IHE. Projects with high-per-pupil expenditure in the school district did not influence CBTE strongly, possibly for the same reasons listed above. It can also be seen, as before, that a high enrollment at the IHE. and a high percent of white pupils and staff, correlated negatively with Teacher Corps' influence on the IHE.

Categories D and E, had only a few correlations with Teacher Corps program features. Category D is the extent of program evaluation, including sub-parts that reveal that explicit criteria for evaluation are stated and that there are established procedures to collect data.

Only one program factor had a positive correlation with Category D.

- Amount of clinical supervision given to interns (9.5).

On the negative side were three program-factor correlations:

- Per-pupil expenditure in the district (3.3).
- Competencies used in training interns (7.3).
- Percent of white pupils and staff in the public school (10.1).

The negative correlation with competencies used to train interns is surprising. The best explanation is that projects where competencies were used were located at IHE's where CBTE had already been implemented.

As the reader can see, all of the other correlations shown above have appeared in connection with other categories and have been discussed earlier. It is interesting, however, that they extend to the program-evaluation category. It is not known why projects which work in school districts with high-per-pupil expenditures and high numbers of white pupils and staffs have a negative influence on the use of evaluation.

Finally, category E includes the extent of overall program integration, where common goals are stated and ongoing communication procedures exist. One program factor showed a positive correlation:

- Intern selection procedure was informal, broad-based, and took account of potential ability, language ability, and personality (5.1).

One program factor showed a negative correlation:

- Percent of white pupils and staff in the public school (10.1).

It is clear, by now, that several factors have consistently correlated with Teacher Corps influence on CBTE at the university. Three factors have had negative correlations in four of the five categories:

One factor, the use of clinical supervision for the intern, was seen to have a positive correlation on four of the five categories.

VI. SUMMARY AND IMPLICATIONS OF THE PHASE I FINDINGS

A. A Summary of the Phase I Findings

1. Correlations Among Program and Exit Factors

The following were judged to be the most important correlations among program factors:

- Positive attitudes about the Teacher Corps held by School of Education personnel are directly related to the number of years that a Teacher Corps project has been at the university (.48) but is inversely related to the extent the cooperating teachers participate in the overall design of the project (-.45).
- The extent that a variety of groups and methods are used to specify teacher competencies is directly related to the degree of participation by cooperating teachers in the overall program (.53), the extent that interns are exposed to innovative teaching (.50) as well as the interns' feeling of being supported by the school staff (.50).
- The follow-up of the interns' academic instruction in the school setting is directly related to the extent that the cooperating teacher participates in the overall design of the project and agrees with the goals (.57) and the extent of cooperative decision-making at the project as seen by the principal (.44).
- The extent that competencies were used in training interns is inversely related to the extent that interns feel they can be self-directed within the project (-.60).
- The size of the school district is inversely related (-.47) to the intern's opportunity to bring about change in the school.

Among intern exit skills and attitudes, the following was important:

- The extent that interns bring about change in the school and perceive this type of change as being important is inversely

related to the amount of intern-initiated contact with parents (-.57) and to a pattern of classroom interaction where children initiate the interaction (-.47).

In addition, a pattern of correlations among intern exit characteristics suggests the following prototypes of interns:

Type A

- Introduces culturally relevant materials.
- Does not follow lesson plan.
- Does not use corrective feedback.
- Does not allow children to explore room and select work group.

Type B

- Focuses on academic topics.
- Allows students to move about and select work groups.
- Has group lesson-planning.
- Uses corrective feedback.

(Note that not all factors have high correlations, but these basically represent two clusters of interns.)

2. Relationships Between Intern Background, Teacher Corps Program and Intern Exit Characteristics

This set of relationships was studied by means of five research questions which are presented below.

Question a: Are there any important trends in the program or background factors that are most associated with exit factors?

A set of canonical correlations was used to identify intern background or Teacher Corps program factors that, in this preliminary analysis, were related to at least one intern exit factor.

Findings:

- No background factor was closely associated with any intern teaching skill for all interns. (Ethnic group was not included here. Included were socioeconomic status, sex, languages spoken, previous experience with children and social agencies, intern education level, and age.)

- Nineteen program factors, out of 65, were consistently associated with exit factors in the preliminary analysis. These factors are presented in Figure 8 below.

PF 1.5	Team Leader/Intern Ratio
PF 2.1	Percent of Minority Group Professors in School of Education
PF 2.4	Project's Perception of Extent of Goal Similarity and Cooperation with School of Education
PF 4.2	Percent of Chicano Team Leaders
PF 4.9	Intern Learned Most from Project Director
PF 6.1	Extent of Course Revision for Teacher Corps Training
PF 8.2	Intern Feels He Can Be Self-Directed
PF 9.1	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision
PF 9.5	Amount of Clinical Supervision Given to Intern
PF 11.1	Extent of Public School Staff Support of the Intern's Involvement in the Community Component
PF 11.3	Extent of University Involvement in Community Component
PF 11.4	Hours Per Week and Diversity of Community Component
PF 13.2	Extent to Which Goals are Known and Shared by Project Staff
PF 13.3	Extent of University Involvement in Community Component
PF 13.4	University Professor's Knowledge of Overall Instruction Given Interns
PF 14.1	Extent of Discontinuity of Project Staffing
PF 14.2	Extent of Cooperative Decision-Making at Project as Seen by Principal
PF 14.4	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role
PF 14.5	Extent of Cooperative Decision-Making as Seen by Project Staff

Figure 8. Teacher Corps Program Factors that were Significantly Correlated With At Least One Intern Exit Variable

Question b: What is the strength of relationship between background and program factors as related to individual exit characteristics?

Multiple linear regression, was used to assess the strength of relationship between background, program and exit factors using the program factors identified in question a above. The aim was to identify factors that could predict each exit characteristic at a high degree of accuracy (defined as explaining at least 40% of the variance).

Only three exit characteristics could be predicted from program factors at an acceptable level of accuracy. All three related to the intern's perceptions of the causes of poverty and poor reading on the part of pupils. Of the three exit characteristics, only one is important: Exit factor 7.4. This factor relates to an intern's attitude about pupils' reading difficulties and about the causes of poverty in society.

Four of the six program features which are associated with this attitude on the part of interns, describe the minority group and low-income focus of the project and its context. These factors are:

- PR4.2, Percent of Chicano Team Leaders
- PR2.1, Percent of Minority Group Professors in School of Education
- PR10.7, Percent of Public School Pupils that Qualify for Title III Funds
- PR10.6, Percent of Black Staff in Public School

Table 48 presents the rest of the exit factors studied and the strength of relationship between program factors and each of these exit factors.

Question c: Are the strengths of relationship between background and program factors related to exit characteristics different for black, chicano, and white interns?

Background and program factors were better able to predict exit scores for each of the three ethnic groups than for all interns combined. Table 49 indicates where exit scores could be predicted adequately for each ethnic group.

Table 48. Summary of Results of Background and Program Regression on Selected Intern Exit Characteristics

Exit Characteristics	No. of Background or Program Factors That Loaded on These Exit Factors	Percent of the Variance Accounted for
1.1 Intern utilizes school and community resources	16	24%[1]
1.2 Intern's perception of importance of bringing about change in school	10	9%[1]
1.3 Intern initiates contact with parents: telephone call	14	17%
1.4 Intern initiates contact with parents: home visits	15	20%
2.1 Degree that instructional choices are given to pupils	15	18%
2.2 Introduction of culturally relevant curriculum materials (team leader)	11	14%
3.1 Introduction of relevant new curriculum	18	23%
4.1 Child initiating/intern responding classroom interaction	11	11%
4.2 Intern accepts and uses student ideas	12	12%
4.3 Teacher asks open-ended questions, attends to response and praises child	17	30%
4.5 Intern gives acknowledgement/child responding	13	18%
4.6 Children can explore room and select work group but without teacher-child interaction	14	23%
4.7 Overall ability to relate to and communicate with pupils (team leader)	11	17%
5.1 Effective pupil diagnosis, lesson planning and informal authority (as seen by team leader)	9	23%
5.2 Diversity of instructional modes used in classroom	14	26%
5.3 Corrective feedback	13	20%
5.4 Effective pupil diagnosis and lesson planning (from interview with intern)	12	7%
5.5 Extent that informal authority structure is used (intern report)	15	20%
7.1 Intern feels competent to deal with problems of schools serving low-income/minority group children	14	15%
7.2 Intern perceives reading failure as due to student and environment	20	100%
7.3 Interns perceive poverty as due to individual or fate	21	100%
7.4 Intern perceives reading failure as due to teacher and poverty as due to structural problems in the society	19	99%

[1]The percents of variance explained by program factors indicates the strength of relationship between program factors and this exit factor. The higher the percentage, the stronger the relationship. We set "40%" as the minimum standard of acceptable strength of relationship.

Table 49. Summary Results of Multiple Linear Regression for Each Ethnic Group

Adequate prediction of this ethnic group	Exit Factor Number	Exit Factor Name
white	EX1.2	Intern's Perception of Importance of Bringing About Change in School
white	EX2.1	Degree that Instructional Choices are Given to Pupils
white	EX3.1	Introduction of Relevant New Curriculum
chicano, white	EX4.3	Intern Asks Open-Ended Questions, Attends to Response and Praises Child
chicano	EX5.5	Extent that Informal Authority Structure is Used (Intern Report)
chicano, black, white	EX7.4	Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

Question d: Do graduate and undergraduate projects differ on any of the background or program factors most associated with differences in exit characteristics?

Findings:

- There is a better team leader-to-intern ratio in undergraduate projects than in graduate projects (1.5).
- Team leaders in undergraduate projects have had more years of teaching experience in low-income/minority schools (4.7).

- Undergraduate programs tend to have more minority group professors than do graduate programs (2.1), and graduate programs tend to have more of the interns' credits taught by white staff (4.6).

- Undergraduate interns are not only taught by more minority professors than interns at graduate programs, but are also working in public schools which have a higher percentage of black staff (10.6).

- There is no substantial difference between the graduate and undergraduate programs in the extent of course revision (6.1).

- Graduate interns tend to feel they can be self-directed in all aspects of the training program including interpretation of the intern's teaching role. The graduate interns tend to operate as independent teachers in the public school setting (9.6).

- Given the greater intern independence in graduate programs, it is surprising that graduate and undergraduate projects don't differ on the amount of follow-up of academic instruction done in the school setting (13.3).

- While undergraduate interns are not working independently, they do work in an environment where team leaders and cooperating teachers have a similarity of views regarding goals, curriculum development, and supervision (9.1), which is a positive environment.

- As seen by the principal, undergraduate projects also involve school staff in cooperative decision-making (14.2).

- There was a tendency for principals at undergraduate projects to see more cooperative decision-making occurring than do principals at graduate projects (14.2).
- Both the university involvement and the public school staff's support of the community component are higher at undergraduate programs. There is no difference, however, in the number of hours per week and diversity of the community component (11.4) at graduate and undergraduate programs.

Question e: Do exit skill levels vary by ethnic group, undergraduate or graduate project level or with interactions of these variables?

The question was answered by means of a two-way analysis of variance using six sample intern exit characteristics. The results are presented in Table 50.

Table 50. Summary of Significant Differences in Exit Factors Attributable to Ethnicity or Graduate vs. Undergraduate Project Status

	Name of Exit Factor	Direction of Significant Difference
EX1.2	Interns' Perception of Importance of Bringing about Change in the School	(no significant differences)
EX2.1	Degree that Instructional Choices are Given to Pupils	graduates superior to undergraduates
EX3.1	Introduction of Ethnically Relevant Curriculum	"other" graduates superior
EX4.3	Intern Attends to Response and Praises Child	(no significant differences)
EX5.5	Extent that Informal Authority Structure is Used	chicano graduates below average; black, white, and "other" graduates high
EX7.4	Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society	chicano graduates very high; white and black graduates below average

B. Implications of the Phase I Study

There are five conclusions we would draw from the data presented in this report. These conclusions are:

1. For all interns, intern background and Teacher Corps program characteristics were not good predictors of intern exit skills. Stated differently, the relationship of intern background and Teacher Corps program characteristic to intern exit skills was not very strong across all interns.

2. To the extent that intern background and Teacher Corps program characteristics were related to intern exit skills, it was the Teacher Corps program characteristics rather than the intern's background characteristics that were most closely associated with intern teaching skills at the end of his/her training.

3. The sets of program characteristics that were most closely associated with intern exit skills pertained to a) the pattern of collaborative decision-making, b) the degree of program integration (e.g., follow-up of coursework in public school setting), c) the degree of personalization of the program for interns, and d) the community component for interns.

4. The extent that teacher competencies were specified and used by the project was not closely related to any intern exit skill. Other aspects of competency-based teacher education, however, were among the best predictorsof intern exit skills.

5. In two cases, important intern exit skills were negatively related to each other.

These conclusions have implications for the future operation of the Teacher Corps program and for future evaluations of Teacher Corps projects. However, because PTTA is only now studying the effectiveness of Teacher Corps graduates as well as conducting further analysis of the Phase I data, the discussion of implications will be limited.

The low level of relationship between intern background, Teacher Corps program and intern exit skills should not be viewed as indicating that Teacher Corps is failing in its mission to prepare teachers. Instead, this finding should be viewed in the context of the general state of knowledge about teacher training effectiveness which can be summarized as follows:

- Training packages can develop specific skills in teachers.
- Large-scale training programs, to date, have only rarely been significantly related to teaching skills.
- Not much is known about what teaching skills or attitudes are helpful to low-income/minority group children although this knowledge has increased dramatically in the last five years.

In this context, the findings are typical for studies of large-scale training programs.

In this study, intern background characteristics were relatively unimportant in predicting exit skills. It may be that the backgrounds of interns were too similar (to each other) or that background wasn't important after two years of school-based training. We would need to use pre/post testing and control groups to rule out these possibilities more conclusively. However, the data do suggest that training can make a difference, especially for specific ethnic groups of interns on specific exit skills.

It is significant that the aspects of the training program that are related to exit skills have to do with collaborative decision-making, program integration, degree of personalization of the program for interns and the community component of the program. We would argue:

1. Regular teacher education programs do not excel at collaborative decision-making, program integration, program personalization or the involvement of the community in the training of teachers.

2. As inservice teacher education becomes more important and as public school systems and teachers' unions enlarge their role in the training of teachers, these program characteristics become more critical to the success of training teachers.

Consequently, it becomes more important for the Teacher Corps experience in these matters to be shared with others.

Another aspect of the Teacher Corps training program that was discussed in the conclusions pertained to the use of teacher competencies by the projects. The extent that competencies were used was not closely

related to any of the exit skills although it was negatively correlated (-.60) with the interns' perception that the program allowed them to be self-directed.

There are several reasons why the extent that competencies were used may not have been closely related to any of the exit skills. At many of the projects, the competencies were not clearly specified and any written statement of competencies did not correspond closely to the competencies revealed through interviews with key project staff. Second, the competencies may have been too site-specific for an across project evaluation. It appears that any future evaluation of the use of competencies by projects ought to have the following as features of that evaluation:

- A thorough analysis of the relationship between written statements of competencies and the skills actually taught at a project. It appeared that Teacher Corps project staff had many important competencies in mind and that the actual program did attempt to bring these about. However, the competencies were not clearly articulated; certainly not in written form.
- A focused attempt by the projects to fully develop their program to bring about these competencies. Such an attempt would require more dollar resources for program development than is currently available at most projects and, most likely, would require outside technical assistance.
- A pre-planned research design featuring pre and post-testing, control groups and, hopefully, several projects where the same dependent variables (teaching skills) were taught and where independent variables were varied in a pre-planned fashion.

This evaluation could consist of a series of mini-experiments each with a program development and evaluation component.

Whatever the direction of future development/evaluation efforts in this area, it should be pointed out that the use of competencies is not

synonymous with competency-based teacher education. As Teacher Corps projects used this concept, it had four defining features:

- The specification of teacher competencies in the program--the extent to which the project has specified teacher competencies and corresponding assessment criteria.
- The individualization and personalization of the program--the extent to which the project provided for differing learning rates and styles and the extent to which trainees could share in decisions about the kind of training they would receive as well as support of their growth as persons.
- The field-centeredness of the program--the extent to which the instruction of interns took place in school or community settings and related to the realities of these situations.
- The use of systems design and empirical data in the program--the extent to which the training program is systematic in integrating curriculum elements and is data-dependent both in monitoring intern progress and in program performance.

Thus while the extent that competencies were used was not closely related to any exit skills, the individualization and personalization of the program and the programmatic integration of the project were among the program characteristics that were most closely associated with the intern exit skills. This finding represents an advancement of the research about the practice and utility of competency-based teacher education.

Finally, these conclusions have implications for the development of teacher training programs that are better able to develop a teacher's skills. However, a further analysis of the Phase I data is needed before the implications of Phase I can be fully explored. Such a further analysis is currently underway, therefore, implications for the future development of teacher training programs will not be discussed here, and will be reported under separate cover.